

# What do graduates do?

2018/19



AGCAS

The Association of Graduate  
Careers Advisory Services

INSIGHTS AND ANALYSIS  
FROM THE UK'S LARGEST  
HIGHER EDUCATION SURVEY

Business and administrative studies / Creative arts / Humanities /  
Technology, engineering and maths / Science / Social sciences

PROSPECTS



RESEARCH · CAREERS · PROSPECTS

# Join the network

Whether you are a university, college or school, HECSU will provide you with unrivalled employability support and resources.

To find out how we can work with you contact [e.reynolds@prospects.ac.uk](mailto:e.reynolds@prospects.ac.uk) or call 0161 277 5324

[www.hecsu.ac.uk](http://www.hecsu.ac.uk)

PROSPECTS



# Welcome

## to What do graduates do? 2018/19

What do graduates do? is an essential resource for anyone wanting to understand the graduate labour market and the outcomes of UK first-degree graduates six months after finishing university. It takes an in-depth look at HESA's Destinations of Leavers from Higher Education (DLHE) survey, which provides a comprehensive picture of graduate activity post-graduation.

This publication provides facts, context and insights from careers experts to answer important questions about the prospects for graduates after completing their studies.

We open with our employment overview from Dr Charlie Ball, which provides insight into the 2018 graduate labour market and predictions for the future of the UK economy.

This is followed by a breakdown of graduate destinations by subject area, with details of the industries and occupations these graduates entered. Complementary articles written by AGCAS-member careers and employability professionals are also featured, which provide context to this data. An explanation of the data can be found on page 6.

A digital copy of this publication can be found on Prospects Luminare – our online resource for data, trends and insights into the graduate and student labour market.

### The survey

Graduate destination surveys are a longstanding method of assessing employment trends.

The DLHE survey takes place six months after graduation, and in 2017 it received 254,495 responses (77.3% of the total cohort), which we can use to build a reliable picture of graduate activity. Although DLHE can help answer the who, what, when and where questions, it doesn't provide concrete evidence of why graduates make their career choices. It's therefore important that sector

bodies, careers professionals and graduates and parents work together to identify and understand the why factors.

While 2017 was the last year for DLHE data collection, this will be replaced with HESA's new Graduate Outcomes survey. The major change will be the shift to collecting data 15 months after graduation, to better represent graduate destinations.

Contributors from Prospects/HECSU and AGCAS have collaborated to create the best source of information about graduates and their employment outcomes, and the information will be valuable for the next generation of graduates who wish to understand the nature of the labour market they are preparing to enter.

**Laura Greaves – Editor**

ENDORSED BY



WHAT DO GRADUATES DO? 2018/19 is written by the following members of Prospects and the AGCAS Education Liaison Task Group:

**PROSPECTS/HECSU** [www.prospects.ac.uk](http://www.prospects.ac.uk) · **Charlie Ball** Head of higher education intelligence / **Laura Greaves** Information analyst  
**AGCAS** [www.agcas.org.uk](http://www.agcas.org.uk) · **Jane Howie** Career development manager, University of Leicester and chair of ELTG / **Barrie Grey** Head of careers and employability, Bath Spa University / **Helen Kempster** Senior careers consultant, The Careers Group, University of London / **Claire Guy** Careers adviser, University of Plymouth / **Nikki Abbott** Employability adviser, Sheffield Hallam University / **Pamela Kelly** Careers adviser, University of the West of Scotland.

With special thanks to: Bethan Trinh and Becky Hobbs, HESA; Gemma Green and Marcus Andrews, AGCAS

©Prospects/AGCAS 2018. Material from this publication may be reproduced for non-commercial purposes provided *What do graduates do?* is acknowledged. If material is required for commercial use, please contact Prospects in the first instance.

Published by Graduate Prospects Ltd, Prospects House, Booth Street East, Manchester M13 9EP · 0161 277 5200  
admin@hecsu.ac.uk · [www.hecsu.ac.uk](http://www.hecsu.ac.uk) · Company registration No. 2626618 · ISBN 978-1-84016-224-0 · ISSN 1759-0973

Made with  in Manchester 

Prospects are the experts in graduate careers, inspiring life-changing choices with our unrivalled information, advice and opportunities for success. We produce the market-leading Prospects portfolio of graduate employment and postgraduate study guides – online, digitally and in print – as well as providing unique career tools like Prospects Planner, which matches skills and interests with the best career options. Prospects is the commercial trading subsidiary of the Higher Education Careers Services Unit (HECSU), a higher education agency and registered charity. Unlike commercial competitors, Prospects is not responsible to a remote body of shareholders and instead reinvests its profits back into the higher education system to the benefit of careers services, students and graduates, and recruiters. AGCAS is the expert membership organisation for higher education student career development and graduate employment professionals. Through its members, AGCAS supports the best possible career outcomes from higher education for individuals, institutions, society and the economy. What Do Graduates Do? 2018 © Prospects 2018

ISBN 978-1-84016-224-0



9 781840 162240 >



PROSPECTS  
**Luminate**  
A fresh voice for the sector

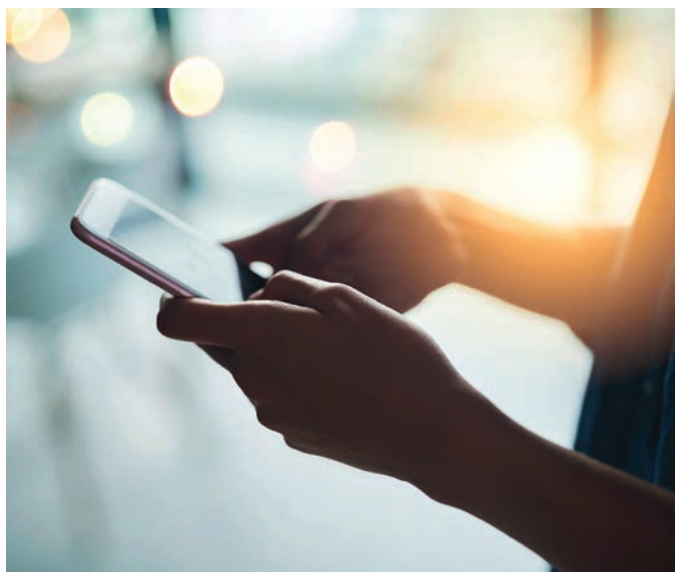
Luminate is an online resource for student and graduate labour market information, featuring advice, views and trends. Luminate dissects the latest research, making it easier to apply and use in a work context.

Luminate is aimed at careers advisers, recruiters, employers and anyone interested in labour market information.

For the latest insights, events and reports,  
sign up to our monthly newsletter at  
**[luminate.prospects.ac.uk](http://luminate.prospects.ac.uk)**

# What's inside

What do graduates do? 2018/19



## Technology, engineering and maths

Section overview.....	34
IT.....	36
Maths.....	37
Architecture and building.....	38
Civil engineering.....	39
Electrical and electronic engineering.....	40
Mechanical engineering.....	41

## Humanities

Section overview.....	42
English.....	44
History.....	45
Languages.....	46
Philosophy.....	47

## Introduction

Data explained.....	6
The graduate labour market in 2018.....	8
First-degree graduates.....	11

## Science

Section overview.....	48
Biology.....	50
Chemistry.....	51
Physical and geographical sciences.....	52
Physics.....	53
Sports science.....	54

## Careers expert insights

How do graduates find jobs?.....	12
Gender in the graduate labour market.....	13
Engaging students in work experience.....	14
Social mobility and careers guidance provision.....	15
Apprenticeships: Mixed messages about their impact on graduate recruitment.....	16
Entrepreneurship and the creative graduate.....	17

## Social sciences

Section overview.....	56
Geography.....	58
Law.....	59
Psychology.....	60
Sociology.....	61
Politics.....	62

## Business and administrative studies

Section overview.....	18
Economics.....	20
Finance and accountancy.....	21
Business and management studies.....	22
Hospitality, leisure, tourism and transport.....	23
Marketing.....	24

## Creative arts

Section overview.....	26
Fine arts.....	28
Design.....	29
Media studies.....	30
Performing arts.....	31
Cinematics and photography.....	32



# Type of work data explained

Respondents to the DLHE survey are asked to give their main job title and a brief description of their role. This information is used to derive their Standard Occupational Classification (SOC 2010 (DLHE)). These SOC 2010 (DLHE) codes are used to calculate the types of work categories used in *What do graduates do?* The change to SOC 2010

(DLHE) was only introduced for the 2011/12 survey onwards and comparisons cannot be made with data prior to 2011/12.

The Standard Occupational Classifications 2010 (DLHE), which are under each type of work category, are described below.

## Managers

Chief executive officers and senior officials / Senior officers in protective services / Financial institution managers / Advertising and marketing directors / Managers and directors in transport and logistics, retail and wholesale / Managers and proprietors in agriculture, hospitality and leisure, health and care services and other services / Property, housing and estate managers / Research and development managers / Production and functional managers

## Health professionals

Medical practitioners / Nurses / Midwives / Paramedics / Pharmacists / Dental practitioners / Ophthalmic opticians / Medical radiographers / Physiotherapists / Occupational or speech and language therapists / Podiatrists / Other health associate professionals

## Education professionals

Teaching professionals in higher education, further, secondary, primary and nursery education and special needs education / Senior professionals in educational establishments / Education advisers and school inspectors / Other educational professionals

## Legal, social and welfare professionals

Barristers and judges / Solicitors / Legal associate professionals / Other legal professionals / Clinical, education and occupational psychologists / Counsellors / Probation officers / Social workers / Youth and community workers / Child and early years officers / Housing officers / Welfare and housing associate professionals / Clergy

## Science professionals

Chemists / Biologists / Physicists / Physiologists / Geophysicists / Geologists and meteorologists / Social and humanities scientists / Bacteriologists, microbiologists / Biochemists, medical scientists / Other natural and social science professionals

## Engineering and building professionals

Civil, mechanical, electrical, electronics engineers / Design and development engineers / Production and process engineers / Architects, town planners and surveyors / Construction project managers and related professions

## Information technology (IT) professionals

IT specialist managers / IT project and programme managers / IT business analysts, architects and

systems designers / Programmers and software development professionals / Web design and development professionals / IT technicians / Other IT and telecommunications professionals

## Business, human resources

### (HR) and finance professionals

Actuaries, economists and statisticians / Management consultants and business analysts / Chartered and certified accountants / Estimators, valuers and assessors / Brokers / Insurance underwriters / Finance and investment analysts and advisers / Taxation experts / Financial and accounting managers and technicians / HR and industrial relations officers / Vocational and industrial trainers and instructors

## Marketing, public relations

### (PR) and sales professionals

PR professionals / Buyers and procurement officers / Business sales executives / Marketing associate professionals / Estate agents and auctioneers / Sales accounts and business development managers / Conference and exhibition managers and organisers

## Arts, design and media professionals

Journalists / Artists / Authors, writers and translators / Actors, entertainers and presenters / Dancers and choreographers / Musicians / Arts officers, producers and directors / Photographers, audio-visual and broadcasting equipment operators / Graphic designers / Commercial artists / Interior designers / Industrial designers / Textile, clothing, furniture and jewellery designers / Other design occupations / Clothing advisers, consultants

## Other professionals, associate professionals and technicians

Conservation and environment professionals / Media and other researchers / Librarians, archivists and curators / Quality control and regulatory professionals / Laboratory technicians / Science, engineering and production technicians / Draughtspersons and related architectural technicians / Protective service occupations / Sports and fitness occupations / Aircraft controllers and aircraft pilot and flight engineers / Careers advisers and vocational guidance specialists / Public services professionals

## Childcare, health and education occupations

Nursery nurses and assistants / Childminders /

Playworkers / Teaching assistants / Educational support assistants / Animal care and control occupations / Nursing auxiliaries and assistants / Dental nurses / Care workers and home carers / Other caring personal services

## Clerical, secretarial and numerical clerk occupations

National and local government administrators / Bookkeepers, payroll managers and wages clerks / Bank and post office clerks / Other financial administrators / Records clerks and assistants / Pensions and insurance clerks and assistants / Stock control and transport and distribution clerks and assistants / Library clerks and assistants / HR administrators / Sales administrators / Office managers / Medical, legal and other secretaries / Personal assistants / Receptionists

## Retail, catering, waiting and bar staff

Sales supervisors / Sales and retail assistants / retail cashiers and checkout operators / Customer service managers and supervisors / Kitchen and catering assistants / Waiters and waitresses / Bar staff / Leisure and theme park attendants

## Other occupations

Farmers / Gardeners and landscapers / Groundsmen and greenkeepers / Metal machining, fitting and instrument making trades / Vehicle trades / Electrical and electronic trades / Plumbers, carpenters and joiners / Bricklayers / Painters and decorators / Textile and garment trades / Printers / Food preparation occupations / Catering and bar managers / Florists / Glass, ceramics and furniture makers / Sports and leisure assistants / Travel agents / Air and rail travel assistants / Hairdressers and beauticians / Housekeepers / Pharmacy and other dispensing assistants / Sales related occupations / Merchandisers and window dressers / Call and contact centre occupations / Market research interviewers / Process, plant and machine operatives / Assemblers and routine operatives / Construction operatives / Road transport drivers / Other drivers and transport operatives / Farm and forestry workers / Postal workers and mail sorters / Cleaners and domestics / Security guards / Other elementary occupations

## Unknown occupations

Graduates who indicated that they were in employment in the UK but the occupational information provided was inadequate for coding purposes

# Survey response data explained

These 'data explained' pages will show you how we have derived our findings from HESA's DLHE data, in the hope that anyone will be able to recreate the figures should they wish. Each page is split into two sections:

**Survey response** is at the top of the page and details the outcomes, type of course studied by those in further study, training or research and for each subject data page, examples are provided of specific courses that 2016/17 graduates were studying at the time of the survey.

**Type of work** – for those in employment in the UK, this details the graduates who were employed in the type of work categories, developed by HECSU, as percentages of the total of graduates working in the UK. For each subject page, examples are provided of specific job titles and employers that 2016/17 graduates were working for at the time of the survey.

## OUTCOMES

These are based on the activities that graduates who responded said they were doing at the time of the survey:

### Working full time in the UK

Includes those listing their activity as working full time, including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship in the UK

### Working part time in the UK

Includes those listing their activity as working part time, including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship in the UK

### Working overseas

Includes those listing their activity as in full-time or part-time work, including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship, overseas

### Working and studying

Includes those listing their main activity as working full time or part time and their other activities included full-time or part-time study, training or research and those listing their main activity as in full-time or part-time study, training or research, and their other activities included working full time or part time, in the UK or overseas

### In further study, training or research

Includes those listing their activity as either in full-time or part-time study, training or research in the UK or overseas

### Unemployed, including those due to start work

Includes those listing their activity as unemployed, and looking for work or those due to start work in the next month

### Other

Includes those taking time out in order to travel or doing something else

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

This section provides a breakdown of the courses studied by graduates who were in further study, training or research, presents the percentages of graduates who were in further study and were studying for one of the following:

### Doctorate (e.g. PhD, DPhil, MPhil)

Includes those who were in further study, training or research for a 'Higher degree, mainly by research (e.g. PhD, DPhil, MPhil)'

### Masters (e.g. MA, MSc)

Includes those who were in further study, training or research for a 'Higher degree, mainly by taught course (e.g. MA, MSc)'

### Postgraduate qualification in education

Includes those who were in further study, training or research for a 'Postgraduate diploma or certificate (including PGCE)' and were studying a subject in education

### Other postgraduate diplomas

Includes those who were in further study, training or research for a 'Postgraduate diploma or certificate' but were not studying a subject in education

### Professional qualification

Includes those who were in further study, training or research for a 'Professional qualification (e.g. Legal Practice Course, Chartered Institute of Marketing)'

### Other study, training or research

Includes those who were in further study, training or research for a 'First degree (e.g. BA, BSc, MEng etc.)', 'Other diploma or certificate', 'Other qualification', 'Not aiming for a formal qualification' or 'Unknown'

**Please note – you can only compare this year's data to the last three years' data.** Due to rounding of percentages to one decimal place on all data pages and first destination tables in subject editorials, the percentages

may not equal 100.0% when added together. All numbers used on these pages, where they refer to people, are rounded to the nearest five in accordance with HESA's data reporting requirements.

INTRODUCTION

# The graduate labour market in 2018

**CHARLIE BALL** Head of higher education intelligence, Prospects/HECSU

For the UK, 2017 was a politically disruptive year. The government triggered Article 50 of the Lisbon Treaty at the end of March – giving notice that the UK would withdraw from the European Union – and then called a general election, which unexpectedly resulted in a hung parliament and a weakened government preoccupied by Brexit.

As 2018 continues, little has changed. The process of Brexit has become bogged down by internal political wrangling and business uncertainty is heightened by the unclear direction of domestic and global trade policies, with protectionism and trade barriers becoming more prominent. Despite all this, as in 2017, the UK graduate labour market is yet to have experienced any deep and significant impact from Brexit or from international trade disputes.

### Graduate outcomes from 2016/17

The graduate labour market remains robust and by some measures is as strong as it has been for some time. FIG.1

UK-domiciled graduates received 329,325 first degrees in 2017. While this is an increase of 4% compared to 2013 levels, the figure falls well below the 2014 peak in graduate numbers.

The employment rate has risen from 74.2% to 76.6% – meaning that 4,540 more first-degree graduates (184,295) were known to have found jobs in the UK. Also, 73.9% of employed graduates were in professional-level

roles, up from 71.4% in 2015/16, meaning that the number of graduates in professional employment rose by 7,895 from last year.

Unemployment, meanwhile, fell further to 5.1%. It has not been lower than this for 39 years, when the early graduate unemployment rate stood at 4.9% for graduates from the 1977/78 academic year.

A crucial feature of the 2015/16 data was a sharp rise in further study, particularly in those taking a Masters. This is likely to be due to the introduction of the postgraduate loans system and this rise continued for 2016/17 graduates. It was revealed that 41,005 first-degree graduates went straight into further study after graduating, up from 39,135 in the previous year.

### Types of jobs

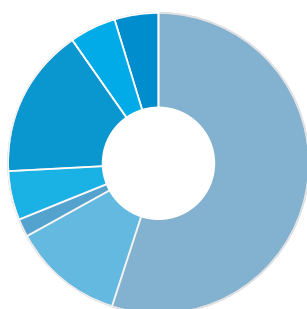
The share of the market taken by professional-level jobs increased again, with 73.9% of employed graduates recorded as being in professional-level positions six months after graduating – equating to 7,895 more graduates than in 2015/16. Nursing was by far the largest gainer, with 1,785 more graduates working as nurses compared to last year. Other occupations seeing large rises included software developers, marketers, management consultants, midwives, artists, photographers, niche or specialist engineers, business project managers, sports coaches, paramedics and housing officers.



THE GRADUATE LABOUR MARKET REMAINS ROBUST AND BY SOME MEASURES IS AS STRONG AS IT HAS BEEN FOR SOME TIME

However, again the data revealed significant falls in the number of new first-degree graduates entering teaching roles in 2017/18. Also falling were graduate entrants to roles in graphic design, public relations (PR), journalism, youth work and probation. Surveying also saw another fall, despite the industry suffering one of the most severe occupational shortages in the UK.

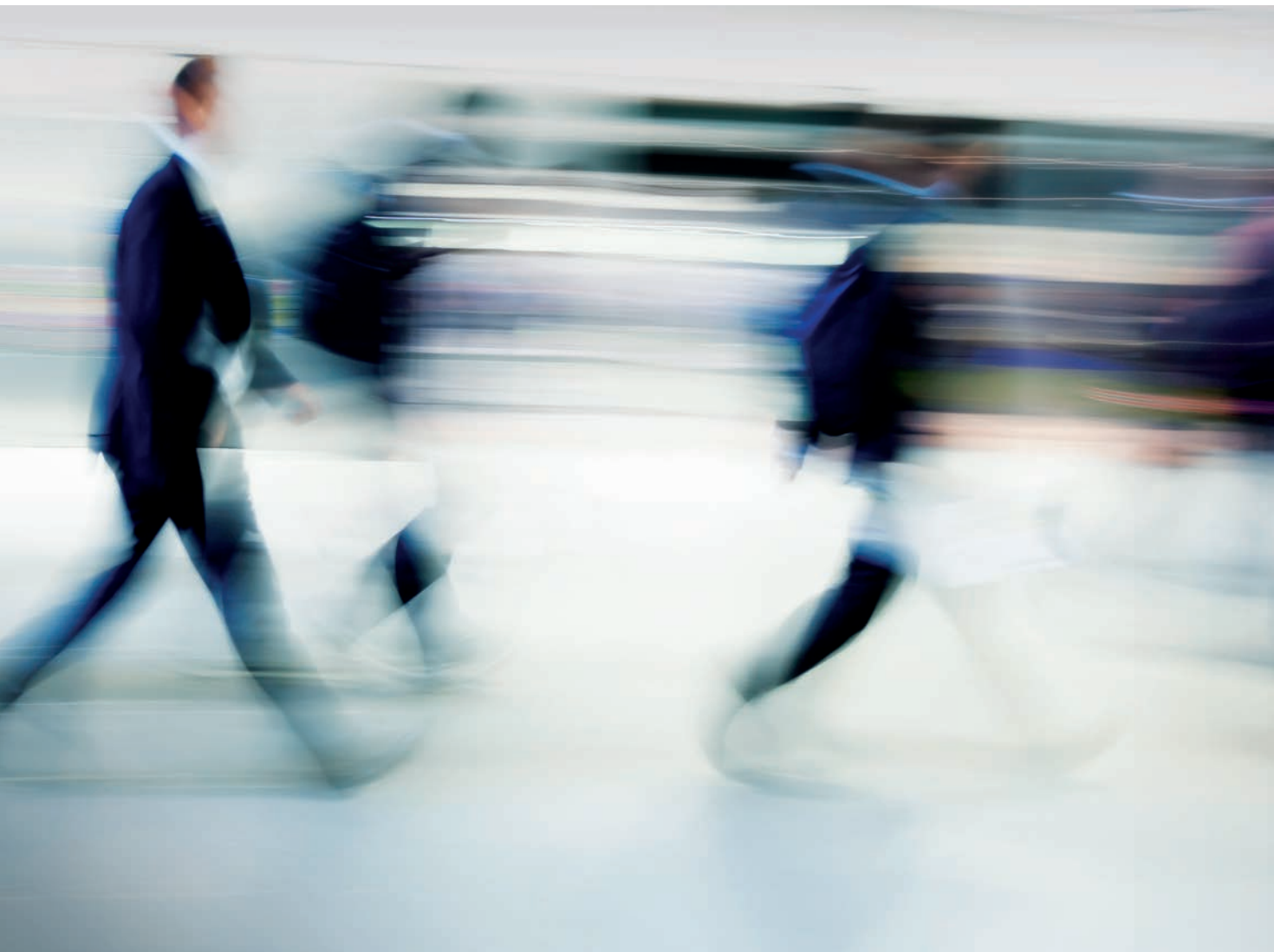
Occupational shortages have been a feature of the graduate labour market since the recovery from the last recession began in earnest, and 2018 has seen more warnings about their effect on the wider UK economy. Dr Adam Marshall, director general of the British Chambers of Commerce, warned at the start of the year that 'labour and skills shortages



**FIG.1 OUTCOMES FOR FIRST-DEGREE GRADUATES FROM 2016/17 AFTER SIX MONTHS**

Working full time in the UK.....	55.2%
Working part time in the UK.....	11.9%
Working overseas.....	1.8%
Working and studying.....	5.4%
Further study.....	16.1%
Unemployed, including those due to start work.....	5.1%
Other.....	4.5%





are set to be the biggest potential drag anchor on business in 2018, since ultimately it is people that make businesses work.’ Their *Quarterly Economic Survey (QES)*, published on 10 January, reported that 71% of firms in the service sector attempting to recruit in 2017 had experienced difficulty. The most difficult roles to recruit were managerial and professional – graduate jobs, in other words.<sup>1</sup> In July 2018, Marshall continued his warnings, stating that ‘the availability of skilled staff remains the biggest issue that firms face’.<sup>2</sup>

Meanwhile, the Bank of England has also kept up a steady drumbeat of concern about the availability of graduates, counselling in their *Agent’s summary of business conditions for Q2 2018* that ‘Recruitment difficulties remained elevated and were widespread across sectors and job roles. There was a growing number of reports of vacancies taking longer to fill, and in a small number of cases labour shortages were constraining headcount growth. This was particularly the case where skill shortages were most acute, e.g. construction trades, drivers, specialist engineering and information technology (IT).’<sup>3</sup> With the exception of drivers, these shortages are almost all at graduate level.

This may have helped to fuel a modest rise in the average starting salary for graduates, up 2.9% from £21,776 to £22,399. All regions

of the UK saw a rise, with the Midlands, East of England and Northern Ireland seeing the largest percentage increases.

A shortage of graduates also appears to have helped to boost the proportion of graduates entering professional employment in each subject – almost all the subjects covered in *What do graduates do?* saw a rise. More graduates in shortage subjects, such as IT and engineering, went into their vocationally-linked roles as a result, and others in areas where employers have registered concern, such as accountancy and marketing, showed the same pattern.

There were also some interesting changes to the balance of occupations that could be linked to occupational shortages – maths graduates entered shortage areas of IT engineering in larger numbers instead of business services roles, and more physics graduates entered IT. The rapidly-growing marketing industry proved much more popular this year with geography and English graduates. This was not uniform though – sought-after architecture graduates were less likely to enter engineering and building roles than last year and more likely to work in financial services.

#### **Industry data**

Nearly one in five graduates (18.9%) were working in the health industry. Despite 12.8% working in the retail sector, about two thirds

of these jobs were below professional level, meaning this industry is by far the largest employer of graduates not in professional employment. Just over a tenth (11.6%) were working in education, with primary education and universities themselves the largest employers. Business support accounted for 9.4% and manufacturing was 6.2%. Local and central government, specialist IT firms and consultancies, banking, social work, advertising, law, accountancy, secondary teaching, engineering consultancy, recruitment, pharmacies and dispensing chemists and design agencies also all employed at least 1,500 graduates last year.

There are also longstanding and persistent concerns about skills mismatch and the underutilisation of graduates. More working graduates were on permanent, full-time contracts after six months (61.3%) and fixed-term contracts of at least 12 months held steady, but more graduates were on zero hours contracts – up to 4% of the employed, from 3.6% last year. This does not represent a large proportion of graduate employment, but its growth should be monitored. Most graduates on zero hours contracts were in non-graduate jobs in the retail and service industries, but nearly a quarter (23%) were in professional-level jobs across a range of industries.



### Where do graduates work?

Data also suggests that the graduate labour market is becoming more urban. The proportion of graduates starting their career in London increased again to 22.4% of all graduates – 41,290 graduates found jobs in the capital, with 6,080 of these in Westminster alone, 4,065 in the City of London and 3,490 in the London Borough of Camden. All the major metropolitan areas (with the exception of West Yorkshire, where numbers held steady) saw rises in the number of graduates and the proportion working in the UK outside large metropolitan areas fell from 59% to 58.5%. Birmingham, Manchester, Leeds, Liverpool, Sheffield and Newcastle all saw rises in the number of graduates starting their careers in the city, with Cardiff, Belfast, Nottingham, Hull and especially Bristol also seeing increases in employment. Areas such as Kent, Northamptonshire, Staffordshire and Cornwall saw falls in the number of graduates moving there to start their careers. This has encouraged fears for the prospects of graduates outside growing urban areas and the support they can access to help them find work.

Outside London, the top locations for graduate employment are shown below, all employing at least 3,000 new graduates. FIG.2

Hampshire, Edinburgh, Tower Hamlets, Essex, Lancashire, Liverpool, Bristol, Belfast, Southwark, Oxfordshire, Sheffield, Cardiff, Cambridgeshire, Islington, Newcastle, Nottingham, West Sussex, Gloucestershire and Leicester all also employed at least 1,500 new graduates last year.

### Looking forward

Last year's picture was of economic disruption and uncertainty. This is reinforced for 2018, but despite the unclear picture in 2017 the graduate labour market has remained robust.

The threat of trade wars, the need to finalise Brexit and the long-term lingering spectre of automation and mass disruption of the labour market all persist. Although views on the specifics differ, most authorities coalesce around a prediction of continuing modest economic growth in 2018 and the robust graduate labour market strengthening further, albeit modestly. All things remaining equal, this attitude points to the likelihood of a good graduate labour market persisting, but uncertainty and risk are currently high and the fact that this has not yet led to a downturn in graduate employment does not mean it will forever.

However, long-term trends strongly suggest that even if there are shocks in store for the UK economy, graduates are well-

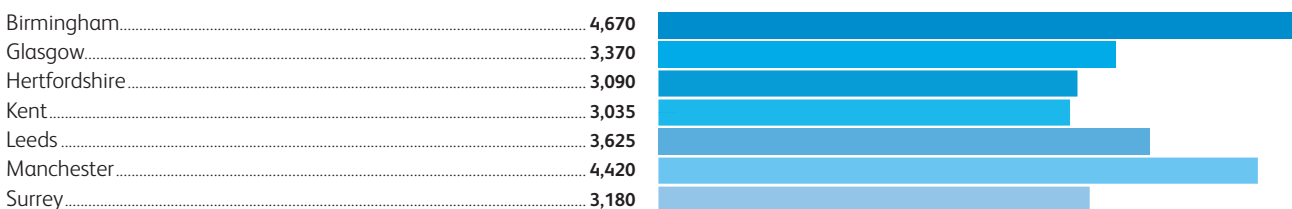
placed to weather them and the graduate labour market is not likely to suffer lasting damage. Some trends, particularly the apprenticeship agenda, may have more of an impact on the graduate economy, but this is unlikely to impact young people in any way other than to give them more options to enter good quality employment.

In the medium term, the UK expects falling numbers of 18 year olds year-on-year well into the next decade. This, coupled with increasing demand for shortage occupations at graduate level, is likely to keep graduate prospects buoyant. Graduates – particularly those in industries vulnerable to change, without clear vocational options, or in areas with weak labour markets – will require support and need to show adaptability and resilience to deal with the change that is now a constant feature of modern careers, but the evidence suggests they will be able to cope.

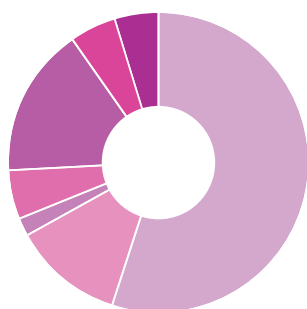
### References

1. British Chambers of Commerce (2017). *Quarterly Economic Survey: Q4 2017*.
2. British Chambers of Commerce (2018). *Quarterly Economic Survey: Q2 2018*.
3. Bank of England (2018). *Agent's Summary of Business Conditions: Q2 2018*.

**FIG.2 MAIN LOCATIONS OF EMPLOYMENT OF GRADUATES FROM 2016/17 OUTSIDE LONDON**



# First-degree graduates



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	55.2%
Working part time in the UK.....	11.9%
Working overseas.....	1.8%
Working and studying.....	5.4%
Further study.....	16.1%
Unemployed, including those due to start work.....	5.1%
Other.....	4.5%

SURVEY RESPONSE: 77.3% / FEMALE: 147,575 / MALE: 106,860 / TOTAL RESPONSES: 254,495 / ALL GRADUATES: 329,325

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	10.6%	Studying for other postgraduate diplomas.....	5.3%
Studying for a Masters (e.g. MA, MSc).....	60.5%	Studying for a professional qualification.....	3.1%
Studying for a postgraduate qualification in education.....	14.7%	Other study.....	5.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 41,005

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	6.5%
Business, HR and finance professionals.....	10.8%
Education professionals.....	5.8%
Engineering and building professionals.....	4.5%
Health professionals.....	18.2%
Information technology professionals.....	4.6%
Legal, social and welfare professionals.....	5.1%
Managers.....	3.9%
Marketing, PR and sales professionals.....	7.7%
Science professionals.....	1.1%
Other professionals, associate professionals and technicians.....	5.7%
Childcare, health and education occupations.....	4.3%
Clerical, secretarial and numerical clerks.....	5.6%
Retail, catering, waiting and bar staff.....	10.4%
Other occupations.....	5.8%
Unknown occupations.....	0.1%

FEMALE: 109,435 / MALE: 74,830 / TOTAL IN EMPLOYMENT IN UK: 184,295

## TOP 10 PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

Nurses.....	11.6%	Programmers and software development professionals.....	2.9%
Marketing associate professionals.....	4.4%	Finance and investment analysts and advisers.....	2.1%
Medical practitioners.....	4.2%	Human resources and industrial relations officers.....	2.1%
Primary and nursery education teaching professionals.....	4.0%	Chartered and certified accountants.....	1.8%
Business and related associate professionals n.e.c.....	3.0%	Welfare and housing associate professionals n.e.c.....	1.7%

# How do graduates find jobs?

**BARRIE GREY** Head of careers and employability, Bath Spa University



While social media and professional networking sites weren't popular resources used to find jobs, there was some variation in certain subjects. The figure for marketing was nearly double the average (7.7%) and cinematics and photography (6.5%), hospitality, leisure, tourism and transport (6.2%), media studies (6%), and design (6%) were all subjects where graduates were more likely to use social media and professional networking sites to find their jobs.

Friends and family still make a significant contribution to graduate outcomes. For all subjects, 16.5% found jobs through personal contacts, making it the third most likely way to find a job. There is some large subject variation and it is unsurprising to learn that more than a quarter of performing arts graduates (26.3%) found their job through personal contacts. Surprisingly, the percentage was also high for a wide mixture of subjects including sports science (25.9%), philosophy (23.6%) and geography (22.6%).

## Placements make a difference and social capital is still an important factor

When looking at graduates that come from low participation backgrounds,<sup>3</sup> there's some evidence that a lack of social capital could impact the way graduates approach job hunting. 15.3% of those from the lowest participation background found their job through personal contacts. This increased steadily to 17.7% for graduates from the highest participation background.

Across the sector there's an encouragement for students from low participation backgrounds to undertake work placements as part of their degree. We do not know for certain whether these efforts have been successful. What we do know is that 16.7% of students from low participation backgrounds found work with organisations they had already worked for, compared with 14.1% of graduates from the highest participation backgrounds.

There has also been a drive to increase employer engagement<sup>4</sup> for those from low participation backgrounds. Although we do not know whether this is cause and effect, 18.4% of graduates from low participation backgrounds found their jobs through an employer's website, compared to 16.2% of graduates from the highest participation background.

## References

1. *The Independent*. Roionova, R. (2015). 'One-third of employers use social media to recruit'. [www.independent.co.uk/news/business/one-third-of-employers-use-social-media-to-recruit-a6673541.html](http://www.independent.co.uk/news/business/one-third-of-employers-use-social-media-to-recruit-a6673541.html). Accessed August 2018.

2. Prospects (2018). *Early Careers Survey 2018*.

3. HESA. [www.hesa.ac.uk/support/definitions/students](http://www.hesa.ac.uk/support/definitions/students). Accessed Aug 2018.

4. Grey, M. (2018). 'Employer engagement in the curriculum is crucial to delivering social mobility'. LinkedIn. [www.linkedin.com/pulse/employer-engagement-curriculum-crucial-delivering-social-mike-grey](https://www.linkedin.com/pulse/employer-engagement-curriculum-crucial-delivering-social-mike-grey).

The *Destination of Leavers from Higher Education* (DLHE) survey is often wrongly considered to just be a survey to tell us what graduates are doing after finishing their course. In fact, it's a rich source of data that tells us more, including how graduates find their jobs.

## It's not all about social media

Despite a raft of press articles and blogs about how to use social media to find jobs or search for employees, it seems graduates don't recognise this as the way to find jobs. Only 3.9% said that they found their job directly through social media or professional networking sites. As far as graduates are concerned this seems to be at odds with an article from the *Independent*,<sup>1</sup> which stated that a third of recruiters use social media to recruit – but it's likely that students and graduates are using social media as a signpost to where jobs are advertised, such as employer websites.

The most popular method for finding a job upon graduation was through recruitment agencies or recruitment websites. This could be a trend that begins before graduates even enter university. The recent *Early Career Survey* by Prospects found that more than 48% of school age students used 'general websites' to look for work.<sup>2</sup> If graduates have previously used online recruitment websites to look for work before coming to university, or to find part-time work while at university, they may just return to the same method as they graduate.

## No real credit for universities or their careers services

Graduates do not see universities as brokers of graduate opportunities, with only 2.9% suggesting they found their job through a university source such as a lecturer. University careers services fare better, with 7.9% finding their job through them. However, this might not account for the role university careers services actually play in supporting graduates in finding work. Looking at other methods such as 'Employer websites' (17.3%) and 'Already worked there including on placement' (15.3%), both could have been brokered by universities and their careers services.

## Small variances by subject

How graduates go about finding jobs does not vary hugely by subject. It seems careers agencies or websites were the most popular methods. However, there are some interesting small variances. Unsurprisingly, engineering graduates were the most likely to have found jobs with companies they had already worked for. This was particularly high for civil engineering graduates (22.1%) and electrical and electronic engineering graduates (19.4%). There is a culture within subjects like engineering to see a sandwich year as an integral part of the degree and in some cases it is compulsory. It's highly likely that this culture has led to more graduates already having a working relationship with their future employer.

# Gender in the graduate labour market

HELEN KEMPSTER Senior careers consultant at The Careers Group, University of London

More than half (58%) of respondents to the *Destinations of Leavers from Higher Education 2016/17* survey were female, and female graduates have outnumbered males since 1995.<sup>1</sup> Does this numerical dominance of women in the higher education system translate into success in the graduate labour market?

## The gender pay gap

In April 2018, the UK became one of the first countries in the world to introduce mandatory gender pay gap reporting for larger organisations, raising awareness of this issue in the national consciousness. The gender pay gap across all organisations in 2017 was 9.1%, a slight fall from 9.4% in 2016.<sup>2</sup>

The Longitudinal Education Outcomes (LEO) data shows us that the gender pay gap also exists among graduates. In fact, 'for all subjects except Mass Communication and Documentation, male median earnings exceed female median earnings at more than 50% of institutions.'<sup>3</sup> Even in nursing, a female-dominated profession, with little salary variance overall, male graduates are still earning more than female graduates from 92% of institutions.<sup>4</sup>

It should be noted, however, that the LEO data has significant limitations. It's based only on those graduates who are paying tax in the UK, mainly through PAYE, so does not identify graduates who are self-employed, or distinguish between those who are working full or part time. It also doesn't take into account differences

in salary by region. Therefore, we cannot use it to draw any definitive conclusions about graduate salaries, or outcomes from a particular subject or institution.

## Reasons for the pay gap

There are a number of factors that explain the existence of the gender pay gap, nearly fifty years after the Equal Pay Act 1970. A recent analysis by the Office for National Statistics showed that 23% of the difference between men's and women's pay could be explained by differences in occupation.<sup>5</sup> This also holds true for graduates, as four of the top five subjects with the highest gross annual earnings have more male than female graduates; medicine, engineering, technology and physical or environmental subjects.<sup>6</sup> However, the graduate pay gap is particularly puzzling in that we observe it between male and female graduates from the same subject at the same institution, who are similarly qualified and able to enter similar occupations. To explain and begin to address the gap will require the co-operation of government, higher education institutions, employers and others to produce more comprehensive data than we have at present.

## Other gender differences

The 2016/17 DLHE data identifies the occupational areas where women were heavily represented, the most striking being health (24.2% of female graduates and 9.4% of males). Conversely, business and finance was more common among male graduates

(14% of males and 8.6% of females).

We can also see that women are slightly more likely to be employed than men, with 72.3% of females in some form of work (full or part time) versus 69.3% of males. However, there are also many similarities between men and women, such as in the proportions being based in each region, and how they found their jobs. In terms of their reasons for taking the job, there's a very slightly larger group of male graduates whose main reason was 'the job was well-paid' (3.4%, versus 2% of females). It's worth noting however that this percentage is relatively small for all, suggesting that salary was not the primary motivation for most.

## What can be done to address gender inequalities?

Although the salary data available has limitations, and one could argue that it tells us mainly about the behaviour of employers, the fact that the gender pay gap exists immediately on graduation does suggest that universities also have a role to play in addressing it. Some initiatives exist for female students, such as the Sprint professional development programme for women<sup>7</sup> and those encouraging women into particular industries, such as Women into Science and Engineering (WISE).<sup>8</sup> However, it's clear that there's still some way to go before we can say there's true gender equality in graduate outcomes, and cooperation between universities and employers is needed to make this happen.



## References

1. HESA (1996). *First Destinations of Students Leaving Higher Education Institutions: 1994/95*. pp.60.
2. Office for National Statistics (2017). *Annual Survey of Hours and Earnings: 2017 provisional and 2016 revised results*. [www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2017provisionaland2016revisedresults#gender-pay-differences](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2017provisionaland2016revisedresults#gender-pay-differences).
3. Department for Education (2018). *Graduate Outcomes (LEO): Subject by Provider, 2015 to 2016*. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718167/210618\\_main\\_text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718167/210618_main_text.pdf). Accessed 9 August 2018.
4. Ibid.
5. Office for National Statistics (2018). *Understanding the gender pay gap in the UK*. [www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/understandingthegenderpaygapintheuk/2018-01-17](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/understandingthegenderpaygapintheuk/2018-01-17). Accessed 9 August 2018.
6. Office for National Statistics (2017). *Graduates in the UK labour market: 2017*. [www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/graduatesintheuklabourmarket/2017](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/graduatesintheuklabourmarket/2017). Accessed 9 August 2018.
7. The Springboard Consultancy. [www.springboardconsultancy.com/product/sprint-professional-development-programme-for-women/#1496329087725-82ad9583-9295](http://www.springboardconsultancy.com/product/sprint-professional-development-programme-for-women/#1496329087725-82ad9583-9295).
8. WISE Campaign. [www.wisecampaign.org.uk/](http://www.wisecampaign.org.uk/).

# Engaging students in work experience

**NIKKI ABBOTT** Employability adviser at Sheffield Hallam University

Enabling students to apply their theoretical knowledge to real life workplace-based experiences has been identified as a key method to facilitate the development of employability skills.<sup>1</sup> Candidates with prior work experience are more likely to have developed technical skills, knowledge and generic employability skills.<sup>2</sup>

From an employer's perspective, prior work experience is highly influential when deciding between candidates.<sup>3,4</sup> A third of *The Times Top 100 Graduate Employers* who took part in research for High Fliers indicated that students with no work experience would be unlikely to be successful in their graduate recruitment processes.<sup>5</sup> However, the lack of appropriately skilled applicants has also been highlighted

as an issue – for example, almost 40% of UK employers reported difficulties recruiting staff with relevant STEM skills.<sup>6,7</sup> The fact that so many employers are highlighting these skills gaps further underlines the importance of work experience to address this.

Research has indicated that some students face barriers to participation in programmes of work experience, such as money, study pressures, family commitments, paid work commitments and time constraints.<sup>8</sup> In addition, mature students, students with lower UCAS scores and students whose parents have not been to university have been shown to have additional barriers.<sup>9</sup> As programmes of work experience have

become an integral part of employers' recruitment practices,<sup>10</sup> students who are unable to take opportunities outside their local area, cannot afford to do a placement year, or are unable to participate in periods of work experience during student vacation periods (for example, due to childcare issues) have a reduced chance of gaining valuable employability skills and experiences. The outcome of this is that those potentially most in need of work experience, and the networking opportunities associated with these experiences, are those least likely to get them.<sup>11</sup>

As discussed in the Bridge Group report, enabling social mobility is now a key priority of higher education institutions (HEIs). Their careers services can play a critical role in helping them achieve this and there are many excellent examples of good practice.<sup>12</sup> There is a need to create opportunities for engagement in activities, and actively support students who cannot participate in a placement year or activities outside the curriculum.<sup>13,14</sup> This could include curriculum-based experiences such as short and long-term work placements, mentor support, postgraduate progression taster sessions, work shadowing, volunteering, field work, networking events, enterprise activities, employer visits, employer led projects and employer based simulations.<sup>15,16</sup> By embedding these activities within the curriculum, barriers to participation will be reduced.

HEIs therefore need to ensure that there are a range of practical employability experiences available to suit the needs of a vastly divergent student population. They also need to ensure that they provide practical support, such as financial assistance to enable students to overcome the barriers to participation. Only by doing these things can they improve an individual's life experiences, maximise opportunities and support the graduate employability agenda.<sup>17</sup>

## References

- Jackson, D. (2015). *Employability skill development in work-integrated learning: Barriers and best practice*. *Studies in Higher Education*. Vol 40:2, 350-367.
- National Centre for University and Business (2011). 'What are the benefits of a quality placement?' [www.ncub.co.uk/placements-report/the-benefits-of-a-high-quality-placement.html](http://www.ncub.co.uk/placements-report/the-benefits-of-a-high-quality-placement.html). Accessed August 2018.
- Green, P., Foster H., Houston P., McAree D., McCann C., McCarthy M., McWall D. and Pogue M. (2012). 'Student Engagement and Graduate Level Employability: An Empirical Investigation Into The Impact Of A Work Placement Year'. [www.she.ac.uk/conference2012/abstracts/0053.pdf](http://www.she.ac.uk/conference2012/abstracts/0053.pdf).
- Farenga, S. & Quinlan, K. (2015). *Classifying university employability strategies: three case studies and implications for practice and research*. *Journal of Education and Work*, 29:7 p767-787.
- High Fliers Research (2018). 'The Graduate Labour Market in 2018'. [www.highfliers.co.uk/download/2018/graduate\\_market/GMReport18.pdf](http://www.highfliers.co.uk/download/2018/graduate_market/GMReport18.pdf).
- Deloitte (2016). 'Global Life Sciences Outlook. Moving forward with Cautious Optimism'. Accessed at [www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/gx-lshc-2016-life-sciences-outlook.pdf](http://www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/gx-lshc-2016-life-sciences-outlook.pdf). Accessed Aug 2018.
- CBI/Pearson (2016). *The Right Combination: Education and Skills Survey 2016*. [www.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf](http://www.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf).
- Universities UK and NUS (2015). *Breaking down the barriers to Student Opportunities and Youth Social Action*. [www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf](http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf). Accessed August 2018.
- Department for Business Innovation and Skills (2014). BIS Research Paper No 167. *Learning From Futuretrack: Studying and Living at home*. [www.hecsu.ac.uk/assets/assets/documents/Futuretrack\\_BIS\\_Learning\\_from\\_futuretrack\\_studying\\_and\\_living\\_at\\_home.pdf](http://www.hecsu.ac.uk/assets/assets/documents/Futuretrack_BIS_Learning_from_futuretrack_studying_and_living_at_home.pdf). Accessed August 2018.
- High Fliers Research (2018). *op.cit.*
- The Bridge Group (2016). *Inspiring Policy: Graduate Outcomes and Social Mobility*. <https://thebridgegroup.org.uk/wp-content/uploads/2017/01/BG-Employability-Report-FINAL.pdf>.
- ibid.*
- ibid.* Universities UK and NUS (2015). *op.cit.*
- Universities UK and NUS. (2015). *op.cit.*
- ibid.*
- von Treuer, K. M., Sturte, V.L., Keele, S.M. and McLeod, J.E. (2010). Evaluation methodology for work integrated learning – placements: a discussion paper. ACEN 2010: *Proceedings of the 3rd Biannual Australian Collaborative Education Network National Conference*. Australian Collaborative Education Network (ACEN), Rockhampton, Qld., pp. 489-497.
- Universities UK and NUS (2015). *op.cit.*

# Social mobility and careers guidance provision

CLAIRE GUY Careers adviser at the University of Plymouth

The last decade has witnessed an erosion of careers provision in English schools. OFSTED reported in 2013 that 'arrangements for careers guidance were not working well in just over three quarters of the 60 schools visited'.<sup>1</sup> The fragmentation of careers support has implications for students as they move into higher education. More than 40% of first year undergraduates in the AGCAS *First-Year Student Career Readiness Survey* report were unable to recall receiving any careers support before university.<sup>2</sup>

This patchy careers education has a disproportionate influence on students from lower socio-economic backgrounds. From a national survey of year 11 students, researchers concluded that 'careers provision is not just patchy but patterned – particularly in terms of social inequalities'. The survey found that 'wealthier students, who were found to have higher social capital, were nearly one and a half times more likely to receive careers education compared with students with lower social capital, who were significantly more likely to be from poorer families'.<sup>3</sup>

A study at Edge Hill University showed that students were highly critical of their school experience of Careers Education, Information, Advice and Guidance (CEIAG). Unfortunately, this tainted their perception of career support at university, meaning they were less likely to seek help.<sup>4</sup> Another study found that students from lower socio-economic backgrounds are already less likely to access formal provision and more likely to seek careers information from informal sources, such as websites.<sup>5</sup>

A Bridge Group report on the relationship between careers services and social mobility states that students attending schools with a robust approach to CEIAG are advantaged in developing their career capability. Experiences before university shape attitudes towards engagement in employability thinking, and those who enter higher education with a clear understanding of the need to develop outside of their academic achievements are more likely to 'maximise the opportunities available during their experience and secure positive employment outcomes'.<sup>6</sup>

This is borne out by evidence that students from lower socio-economic backgrounds are less likely to join societies, take leadership roles in sport, carry out work experience linked to career interests, participate in educational exchanges or take up internship opportunities.<sup>7</sup>

Students from lower socio-economic backgrounds seem caught in a vicious cycle – less equipped to enhance their employability



or understand the complexities of the graduate labour market, but potentially less likely to access help from careers services in order to rectify the problem.

Careers services may need to consider how support is branded at university so that it's distinct and different from provision that students have previously encountered, counteracting negative associations.

Early intervention is particularly useful in encouraging participation in employability activities from day one.<sup>8</sup> Perhaps it is possible to begin even earlier. Although many services in higher education are experiencing financial constraints, collaboration with schools can be achieved on a budget. If pre-entry students understood key messages, such as the need to develop outside of their academic learning there might be more engagement with careers provision at university. This could be particularly impactful for those from low socio-economic backgrounds.

Collaboration might involve providing training sessions, webinars or videos to outreach workers and career practitioners in schools or perhaps a coordinated form of knowledge exchange between AGCAS and the Career Development Institute (CDI), which represents many school-based practitioners. It appears there is an appetite for this amongst school based advisers who recently requested data and case studies to clarify the progression routes from undergraduate degrees.<sup>9</sup>

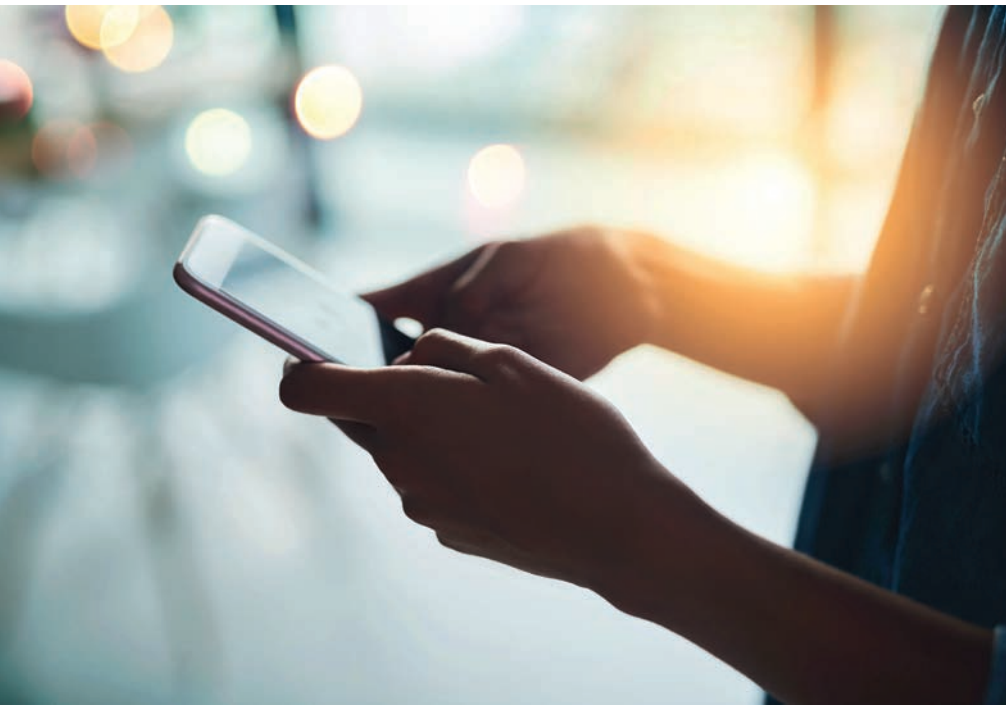
Publications such as *What do graduates do?* can be widely shared with colleagues in statutory and further education, and could easily form a basis for training events or conferences. Please get in touch with the Education Liaison Task Group via the AGCAS website if you would like support with using the publication in this way.

## References

1. OFSTED, (2013). 'Careers guidance in schools: Going in the right direction?'. [www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction](http://www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction). p.11.
2. Zhu, H. (2016). *First-Year Student Career Readiness Survey*. [www.agcas.org.uk/Latest/career-readiness-of-first-year-undergraduates-raises-questions-about-pre-university-decision-making](http://www.agcas.org.uk/Latest/career-readiness-of-first-year-undergraduates-raises-questions-about-pre-university-decision-making).
3. Archer, L, Moote, J. (February 2016). *Aspire 2 Project Spotlight, Year 11 Students' Views of Careers Education and Work Experience*. Kings College London.
4. Greenbank, P. (2010). *Initiating Change in Career Decision Making: An Action Research Approach*. Teaching and Learning Development Unit, Edge Hill University, Research Study for the Higher Education Careers Service Unit (HECSU).
5. Pennington, M., Mosely, E., Sinclair, R. (2013). *AGCAS/AGR Graduate Success Project; An investigation of graduate transitions, social mobility and the HEAR*.
6. Bridge Group (May 2017). 'Social Mobility and University Careers Services'. <http://upp-foundation.org/wp-content/uploads/2017/05/1714-Social-Mobility-and-University-Careers-Services-report-Digital.pdf>.
7. *Ibid*.
8. Montgomery, J. (2018). 'Careers services and their role in social mobility'. <https://luminare.prospects.ac.uk/careers-services-and-their-role-in-social-mobility>.
9. Aldridge, L. (2017). 'To what extent has the fragmentation of careers education and guidance, offered to young people in schools and colleges affected the level of career readiness which students have when they arrive at university?'. [www.hecsu.ac.uk/assets/assets/documents/Liverpool\\_john\\_moores\\_university\\_fragmentation\\_of\\_pre\\_he\\_careers\\_provision\\_2017.pdf](http://www.hecsu.ac.uk/assets/assets/documents/Liverpool_john_moores_university_fragmentation_of_pre_he_careers_provision_2017.pdf). Accessed August 2018.

# Apprenticeships: Mixed messages about their impact on graduate recruitment

**JANE HOWIE** Career development manager at the University of Leicester, School of Business



The Apprenticeship Levy was introduced in April 2017, and over the last year interesting trends have started to emerge. While government figures released in June 2018 show that the number of apprenticeship starts between August 2017 and March 2018 is 261,200, down 28% when compared with the previous year,<sup>1</sup> there's strong evidence indicating that degree apprenticeships are on the increase. This is reflected in Mandy Crawford Lee's (director of policy and operations at the University Vocational Awards Council) Wonkhe blog from March 2018, which indicates that more than a hundred higher education institutions are engaged in apprenticeships.<sup>2</sup>

What is not clear is how the rise in degree apprenticeships – where apprentices engage in a mixture of work-based and university learning and who will be highly employable at the end of their programme – will impact on employers' talent pipelines and the recruitment of graduates direct from university. This has implications for the higher education sector and puts added pressure on universities to show value for money through sector benchmarking processes, such as the Teaching Excellence and Student Outcomes Framework.

This is why now, more than ever, universities need to have a robust and transformative curriculum, which demonstrates value-added

and learning gains. It needs to be designed and delivered in such a way that students and graduates are future-proofed and can compete in the (global) labour market while simultaneously supporting increased growth and productivity in the UK economy.

Degree apprenticeships were introduced by the Conservative government in 2015, which set a target of creating three million apprenticeships in England by 2020. They feature prominently in the government's 2017 report *Industrial Strategy: building a Britain fit for the future*,<sup>3</sup> where apprenticeships are viewed as playing a key role in closing the skills gap so the UK remains competitive in global markets. One of the key features of apprenticeships, including degree apprenticeships, is that they are co-designed by employers and training providers (usually a university in the case of degree apprenticeships), with the needs of employers in mind so that they directly address skills shortages.

The Institute of Student Employers (ISE) and the National Centre for Universities and Business (NCUB) agree that degree apprenticeships are on the increase. According to the ISE,<sup>4</sup> this growth is not likely to be at the expense of traditional graduate recruitment schemes. However, the March 2018 report by the NCUB, *Degree Apprenticeships: Impacts,*

*challenges, and future opportunities*, takes a different view from the ISE and states 'where degree apprenticeships are being used for new recruits they are tending to replace a graduate vacancy directly'.<sup>5</sup>

The challenge is, how do universities continue to make sure graduates can establish themselves in an increasingly competitive graduate labour market? This is regardless of the rise in degree apprenticeships and their impact on employers' graduate recruitment practices.

Universities need to be able to replicate the work-based element of degree apprenticeships. A number of them have already responded to this challenge and have embedded within degree (and Masters) programmes:

- project-based and work-based learning opportunities which reflect the world of work, such as live dissertations with real business problems combined with placements which promote the development of transferable skills
- skills awards and competitions to enhance personal development and promote resilience and a growth mindset.<sup>6</sup>

Universities are establishing advisory boards and inviting business and industry professionals, who are often alumni, to sit on these boards. The boards act as critical friends and sounding boards for curriculum development. Universities are able to draw upon their expertise to support the design, build and delivery of degree programmes, thus allowing students to develop the skills to help support the UK economy.

## References

1. Department for Education (June 2018). 'Apprenticeships and levy statistics'. [www.gov.uk/government/statistics/apprenticeship-and-levy-statistics-june-2018](http://www.gov.uk/government/statistics/apprenticeship-and-levy-statistics-june-2018) Accessed 19 July 2018.
2. Crawford-Lee, M. 'Mixed fortunes and milestones for universities in apprenticeship delivery'. <https://wonkhe.com/blogs/mixed-fortunes-and-milestones-universities-in-apprenticeship-delivery/>. Accessed 21 July 2018.
3. Department for Business, Energy & Industrial Strategy (Nov 2017). 'Industrial Strategy: Building a Britain fit for the future'. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf). Accessed 20 July 2018.
4. Institute of Student Employers. 'ISE Insights'. <https://ise.org.uk/page/Researchblog>. Accessed 20 July 2018.
5. National Centre for Universities and Business (March 2018). 'Degree Apprenticeships: impacts, challenges, future opportunities'. [www.ncub.co.uk/images/reports/NCUB-Degree-Apprenticeships-Report-Mar-18-WEB.pdf](http://www.ncub.co.uk/images/reports/NCUB-Degree-Apprenticeships-Report-Mar-18-WEB.pdf). Accessed 20 July 2018.
6. Harvard Business Review (Jan 2016). 'What having a growth mindset actually means'. <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>. Accessed 24 July 2018.



# Entrepreneurship and the creative graduate

**PAMELA KELLY** Careers adviser at the University of the West of Scotland

Students entering into professions within the creative industries are required to be among the most entrepreneurial of graduates. This can be viewed as a necessity, although often it's a reflection of the many valuable skills and professional attributes these graduates possess. It is vital that creative graduates have the ability and resilience to carve their own career path, as 89% of creative businesses employ fewer than five people.<sup>1</sup> Therefore, it's not always the case of looking for a job or opportunity but creating your own, resulting in a career path that's unique to them and driven by both ambition and talent.

Creative graduates often have portfolio careers, which means not having one full-time job at one location but having two or more part-time/contract/uncertain jobs that altogether make up a full-time wage.

Commonly, a part of this will involve working as a freelancer – being self-employed as part of a contract to an agency or organisation. This is often unavoidable in an industry where 40% of the workforce is made up of freelancers, according to the 2016 update of the *Labour Force Survey*.<sup>2</sup> Freelancing allows organisations within the industry, predominately micro businesses (employing fewer than five people), to be more ambitious in their projects, to grow in number and be able to accommodate projects and secure particular skills on a short-term basis and then to shrink again without the expense of permanent employees and resources.

The statistics back this up, with very high percentages of graduates from creative subjects reporting that they are working freelance or self-employed – with fine arts students at 17.8%, design 12.2% and performing arts 23.3%, compared to 4.6% of the general graduate population working in this way.<sup>3</sup>

New graduates need the ability to network effectively to have access to opportunities within this fast-paced industry. Graduates need to be aware of the importance of networking, and in today's job market are expected to be able to utilise technology as second nature. With the ability to network at the touch of a button a whole new approach to recruiting has developed. A post on social media can fill any available opportunities quickly.

These developments in technological networking can work in favour of those who would previously not have flourished in a face-

to-face networking environment, or had access to networking opportunities and contacts.

They also have to be confident in their own personal brand and market themselves effectively, as well as being business-minded enough to recognise profitable opportunities and have the skills and know-how to manage themselves as a business. The latest *Creative Media Workforce Survey* (2014) showed that 56% of creative media respondents found current or recent roles informally and 77% had done unpaid work experience.<sup>4</sup>

Recruitment in this industry can be very fast-paced and being in the right place at the right time is vital. Therefore, those who are able to establish networks, use social media effectively and are willing to be as proactive as possible are the ones most likely to secure opportunities.

For students entering into a degree and career in this area, it can be more challenging to identify the path they want to follow. There's no well-travelled path and traditional job opportunities are few and far between

with up to 200 people a day applying for the most coveted positions.<sup>5</sup> Therefore, utilising social media and networking is a good way to establish career ideas and carry out research into the roles that may be available, as well as identifying gaps in the market and building up skills that are commonly required.

In this rapidly growing industry,<sup>6</sup> graduates are expected to be T-shaped, and have an in-depth knowledge of one aspect of their industry, as well as having a broad ranging knowledge of many other skills. They are most definitely expected to be a jack of all trades with a can-do attitude. The soft skills most commonly associated with creative graduates such as communication skills, adaptability, tenacity and commercial acumen, are being sought after by the more traditional large-scale recruiters, with some specifically targeting creative graduates in their recruitment drives. This comes as no surprise considering the natural strengths these graduates have developed as part and parcel of their chosen sector.



## References

1. Department for Digital, Culture, Media & Sport (2017). DCMS Sectors Economic Estimates 2017: Employment and Trade.

2. [www.campaignlive.co.uk/article/freelance-creative-trying-shake-gig-economy/1438834](http://www.campaignlive.co.uk/article/freelance-creative-trying-shake-gig-economy/1438834)

3. [www.hecsu.ac.uk/](http://www.hecsu.ac.uk/)

4. [www.hecsu.ac.uk/](http://www.hecsu.ac.uk/)

5. Dowling-Reid, B. 'How Many Applicants Does Each Job Vacancy Get?'. [www.mediargh.com/how-many-applicants/](http://www.mediargh.com/how-many-applicants/). Accessed August 2018.

6. Department for Digital, Culture, Media & Sport (2017). DCMS Sectors Economic Estimates 2016: Gross Value Added.

# Business and administrative studies overview

**JANE HOWIE** Career development manager at the University of Leicester, School of Business

According to the 2016/17 *Destinations of Leavers from Higher Education* survey, 43,400 (13.2%) of all UK domiciled first-degree graduates studied business and administrative subjects. Below is an analysis of the 2016/17 DLHE data for graduates from the following subject areas:

- business and management (20,860 graduates)
- finance and accountancy (7,765 graduates)
- economics (6,045 graduates)
- hospitality, leisure, tourism and transport (4,560 graduates)
- marketing (4,170 graduates).

Business and administrative subjects are popular with students as they combine theoretical content with practical application. The subjects also include a broad range of modules which students can select based upon their interests and motivations to reflect their long-term personal and professional development goals. They often incorporate opportunities to study abroad or engage in formal work experience such as a year in industry. All of this makes business and administrative subjects appealing to students, and graduates from these subjects attractive to employers.

Graduates from these subjects are also highly employable because they have developed key skills, attributes, and behaviours valued by employers, such as:

- an ability to gather information, analyse and evaluate it
- critical thinking and self-awareness
- project/time management and organisational skills
- resilience and fostering of a growth mindset
- enterprising skills.

## Destinations of business and administrative subjects

Graduates from business and administrative subjects are sought after by employers for graduate training schemes due to their broad knowledge, skills, and expertise developed during their studies. This is reflected in the 2016/17 DLHE data and the percentage of graduates in full-time employment six months after their degree. This ranges from 58% for economics graduates, to 70.7% for marketing

graduates. These figures are higher than the average of 55.2% for graduates from all subjects in full-time employment.

According to the July 2018 report *The challenges and opportunities facing the UK's creative businesses*<sup>1</sup> commissioned by the Creative Industries Council, which includes the marketing sector, 56% of small creative businesses had grown in the past year. This could account for why a higher percentage of marketing graduates were in full-time employment compared to graduates from other business and administrative subject areas, and the reason for 53.6% of marketing graduates having secured occupations as marketing, public relations (PR) and sales professionals.

The data highlighted that 29.7% of graduates from hospitality, leisure, tourism and transport were in occupations as marketing, PR and sales professionals, while graduates from economics (57%), finance and accountancy (61.2%), as well as graduates from business and management (26.4%), gravitated towards roles as business, human resources (HR) and finance professionals. This could be attributed to a growth within fintech which, according to the London Institute of Banking and Finance (LIBF),<sup>2</sup> has grown globally as a sector by more than 75% since 2016. One of the key attributes LIBF states as vital for the fintech sector is an analytical mind. This is due to the emphasis on problem solving, the need to demonstrate logical thinking combined with strong numerical skills, and the ability to analyse and interpret data and information. It can be easily argued that an analytical mind is one of the key attributes economics and accounting and finance graduates develop during their degree.

## Unemployment

The percentages for graduates from business and administrative subjects who were unemployed and due to start work is 5.2% for marketing graduates, 5.4% for hospitality, leisure, tourism and transport graduates, 5.6% for business and management graduates, 6.1% for finance and accountancy graduates and 6.3% for economics graduates. These figures are slightly higher than the average for all graduates who were unemployed and due to start work, which is 5.1%.

According to High Fliers' *The Graduate Market in 2018*,<sup>3</sup> in 2017 the recruitment of graduates was lower than expected due to the uncertainties linked to Brexit. This was reflected in the overall drop of 4.9% in 2017 of graduates hired by employers who feature in *The Times Top 100 Graduate Employers*. It is important to bear in mind that *The Times Top 100 Graduate Employers*, as featured in the High Fliers report, represent a small number of employers who recruit graduates. However, graduates from business and administrative subjects have a tendency to naturally gravitate towards these employers for jobs once their programmes of study have finished. The reduction in the number of graduate hires by *The Times Top 100 Graduate Employers* could partly explain why the percentages of graduates unemployed (and due to start work) from business and administrative subjects were all higher compared to the average percentage for all graduates who were unemployed for 2016/17.

## Further study

The number of UK domiciled first-degree graduates engaged in further study has increased from just over 39,000 in 2015/16 to 41,005 in 2016/17. This includes graduates studying for a professional qualification, Masters or Doctorate. The data indicates that 60.5% of graduates from all subjects were studying for a Masters in 2016/17. This is substantially lower than the percentage of graduates from business and administrative subjects studying for a Masters, which ranges from 73.4% for finance and accountancy graduates to 85.6% for economics graduates. It is still the case today for graduates who want to enter the economics profession and secure a role as an economist that further study is desirable and in some cases highly recommended<sup>4</sup> as the competition for economist roles is tough.

Of the 560 finance and accountancy graduates engaging in some sort of further study in 2016/17, 11.3% were working towards a professional qualification. This reflects the nature of the work within accountancy and finance occupations as these require graduates to undertake further professional qualifications such as ICAEW, CIMA, and ACCA. These qualifications often



GRADUATES FROM THESE SUBJECTS ARE ALSO HIGHLY EMPLOYABLE BECAUSE THEY HAVE DEVELOPED KEY SKILLS, ATTRIBUTES, AND BEHAVIOURS VALUED BY EMPLOYERS

focus upon areas such as professional values, ethics, governance, continuing development of technical knowledge and expertise – all of which are essential for today’s finance and accountancy professionals.

### Salary

The average starting salaries for graduates from business and administrative subjects are generally similar. However, the range of top salaries is broad. For example, regional average salaries for accountancy and finance graduates ranged from £16,300 to £28,700. For business and management graduates, starting salaries commenced at £18,000 and reached as high as £26,900 while the salaries for economics graduates ranged from £18,900 to £30,100. The average salaries for graduates from hospitality, leisure, tourism and transport and marketing do not have the same broad range. They ranged from £17,300 to £21,300 for the former subject area and £18,100 to £23,200 for the latter.

It is also important to bear in mind that location and the occupational sector can influence salaries as the higher graduate salaries are often associated with business, HR and finance-related roles. The employers offering these salaries tend to be in London where the overall living costs are higher. This trend emerged in *The Graduate Market in 2018*<sup>5</sup> report, which stated that investment banks and consultancy firms are offering generous salaries in the region of £40,000.

### The role of technology in the workplace

Technology, as demonstrated by the rise of new occupational areas such as fintech, plays a vital role in the modern workforce and helps to make working practices more effective and efficient. Despite the benefits technology brings to the workplace, employees seem reluctant to engage with technological developments. This could be a result of the skills gap highlighted in the government’s 2017 Industrial Strategy.<sup>6</sup> However, this reluctance only serves to widen skills gaps. One of the key ways to build confident and resilient students and graduates who’ll take on new challenges, including those linked to innovative technology, is to give all students, including those who study business and administrative subjects, access to a curriculum which is:

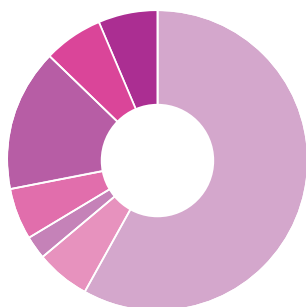
- co-designed and delivered in partnership with employers so that it addresses the skills employers and businesses need
- embeds formal work experience opportunities such as a year in industry and summer placements or multidisciplinary projects
- allows opportunity for reflection and feedback
- champions digital skills so students can engage in the ‘fourth industrial revolution’.<sup>7</sup>

Technology has created opportunities to drive economic growth, but this needs to be underpinned by a university curriculum which supports students and graduates in the acquisition of the right skills.

### References

1. The Chartered Institute of Marketing. [www.cim.co.uk/newsroom/report-the-challenges-and-opportunities-facing-the-uks-creative-businesses/](http://www.cim.co.uk/newsroom/report-the-challenges-and-opportunities-facing-the-uks-creative-businesses/). Accessed 25 July 2018.
2. London Institute of Banking and Finance. [www.libf.ac.uk/news-and-insights/news/detail/2017/05/24/careers-in-fintech](http://www.libf.ac.uk/news-and-insights/news/detail/2017/05/24/careers-in-fintech). Accessed 25 July 2018.
3. High Fliers (2018). *The Graduate Market in 2018*. [www.highfliers.co.uk/download/2018/graduate\\_market/GMReport18.pdf](http://www.highfliers.co.uk/download/2018/graduate_market/GMReport18.pdf). Accessed 25 July 2018.
4. *The Times Higher Education* (March 2017). [www.timeshighereducation.com/student/subjects/what-can-you-do-economics-degree](http://www.timeshighereducation.com/student/subjects/what-can-you-do-economics-degree). Accessed 25 July 2018.
5. High Fliers (2018). *op.cit.*
6. Department for Business, Energy & Industrial Strategy (Nov 2017). *‘Industrial Strategy: Building a Britain fit for the future’*. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf). Accessed 26 July 2018.
7. World Economic Forum (January 2018). *‘What is the fourth industrial revolution?’* [www.weforum.org/agenda/2016/01/what-is-the-fourth-industrial-revolution/](http://www.weforum.org/agenda/2016/01/what-is-the-fourth-industrial-revolution/). Accessed 26 July 2018.

# Economics



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	58.0%
Working part time in the UK	6.0%
Working overseas	2.4%
Working and studying	5.6%
Further study	15.2%
Unemployed, including those due to start work	6.3%
Other	6.5%

SURVEY RESPONSE: 78.1% / FEMALE: 1,290 / MALE: 3,430 / TOTAL RESPONSES: 4,720 / ALL GRADUATES: 6,045

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.7%
Studying for a Masters (e.g. MA, MSc)	85.6%
Studying for a postgraduate qualification in education	1.7%
Studying for other postgraduate diplomas	3.7%
Studying for a professional qualification	2.1%
Other study	3.3%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 720

## EXAMPLES OF COURSES STUDIED

MA Political Economics	PGCE Education
MSc Research Methods	Association of Taxation
MSc Development Human Rights	Technician (ATT) Study
MSc Economics	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.8%
Business, HR and finance professionals	57.0%
Education professionals	1.1%
Engineering and building professionals	0.8%
Health professionals	0.2%
Information technology professionals	3.4%
Legal, social and welfare professionals	1.0%
Managers	5.4%
Marketing, PR and sales professionals	10.1%
Science professionals	0.4%
Other professionals, associate professionals and technicians	3.5%
Childcare, health and education occupations	0.7%
Clerical, secretarial and numerical clerks	6.2%
Retail, catering, waiting and bar staff	6.2%
Other occupations	3.3%
Unknown occupations	0.1%

FEMALE: 920 / MALE: 2,360 / TOTAL IN EMPLOYMENT IN UK: 3,280

## EXAMPLES OF 2017 ECONOMICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

**Managers:** Director – own company;  
Self-employed business owner – foods company

**Education professionals:**  
Tutor – private education company;  
Carer – private nursing company

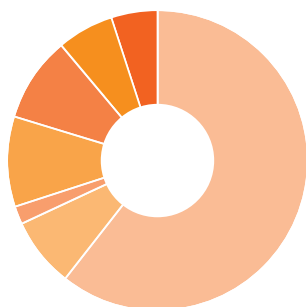
**Legal, social and welfare professionals:**  
Civil servant – Department of Health; Police officer – police force; Church worker – faith organisation

**Business, HR and finance professionals:**  
Investment banking analyst – private banking company; Gas and oil analyst – data company; Anti-money laundering assistant – chartered accountants; Rulebook author – insurance company; HR administrator – university union; Health economics data analyst – charity

**Retail, catering, waiting and bar staff:**  
Waitress – Pizza Express

**Other occupations:**  
Security officer – airport

# Finance and accountancy



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	60.6%
Working part time in the UK.....	7.5%
Working overseas.....	2.0%
Working and studying.....	9.8%
Further study.....	9.2%
Unemployed, including those due to start work.....	6.1%
Other.....	4.8%

SURVEY RESPONSE: 77.7% / FEMALE: 2,400 / MALE: 3,635 / TOTAL RESPONSES: 6,040 / ALL GRADUATES: 7,765

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	0.5%
Studying for a Masters (e.g. MA, MSc).....	73.4%
Studying for a postgraduate qualification in education.....	3.8%
Studying for other postgraduate diplomas.....	6.3%
Studying for a professional qualification.....	11.3%
Other study.....	4.7%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 560

## EXAMPLES OF COURSES STUDIED

MSc Actuarial Management	MSc Law and Accounting
MSc Banking and Finance	PGCE Secondary Education with QTS
MSc Business Marketing	AAT Level 3 Diploma in Accounting

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	0.2%
Business, HR and finance professionals.....	61.2%
Education professionals.....	0.5%
Engineering and building professionals.....	0.3%
Health professionals.....	0.2%
Information technology professionals.....	1.3%
Legal, social and welfare professionals.....	0.9%
Managers.....	4.1%
Marketing, PR and sales professionals.....	4.0%
Science professionals.....	0.1%
Other professionals, associate professionals and technicians.....	1.7%
Childcare, health and education occupations.....	0.3%
Clerical, secretarial and numerical clerks.....	14.7%
Retail, catering, waiting and bar staff.....	6.3%
Other occupations.....	4.1%
Unknown occupations.....	0.1%

FEMALE: 1,865 / MALE: 2,825 / TOTAL IN EMPLOYMENT IN UK: 4,690

## EXAMPLES OF 2017 FINANCE AND ACCOUNTANCY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Director – IT services and website company; Self-employed – crypto currency trader; Trainee manager – Farmfoods

**Information technology professionals:** Technology consultant – EY; Digital product manager – Barclays plc

**Business, HR and finance professionals:** Entrepreneur lead – educational enterprise charity; Equity research analyst – investment management firm; Junior accountant – brokerage firm; Freight Forwarder – logistics company; Project manager – global translation company; Accounts assistant – BMW; Chartered accountant – KPMG; Credit controller – FDM; Science specialist – international bank

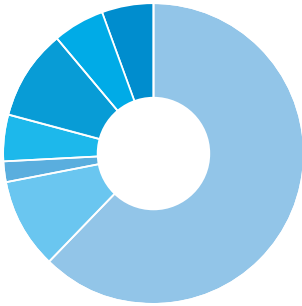
**Other professionals, associate professionals and technicians:** Trainee pilot – aviation organisation

**Numerical clerk, clerical and secretarial occupations:** Admin assistant – hire company

**Retail, catering, waiting and bar staff:** Sales assistant – Primark; Bartender – hotel

**Other occupations:** Warehouse operative – manufacturing

# Business and management studies



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	62.4%
Working part time in the UK.....	9.7%
Working overseas.....	2.2%
Working and studying.....	4.9%
Further study.....	9.8%
Unemployed, including those due to start work.....	5.6%
Other.....	5.4%

SURVEY RESPONSE: 73.9% / FEMALE: 7,130 / MALE: 8,295 / TOTAL RESPONSES: 15,425 / ALL GRADUATES: 20,860

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	1.2%
Studying for a Masters (e.g. MA, MSc).....	82.5%
Studying for a postgraduate qualification in education.....	6.3%
Studying for other postgraduate diplomas.....	3.6%
Studying for a professional qualification.....	2.3%
Other study.....	4.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,520

## EXAMPLES OF COURSES STUDIED

MSc International Management	Graduate Diploma in Law
MSc Economics	ACCA Chartered Accountancy
MSc Human Resource Management	CIPD Level 5 Certificate in Human Resource Management
MA Psychology	
PGCE Secondary Education with QTS	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	1.0%
Business, HR and finance professionals.....	26.4%
Education professionals.....	0.9%
Engineering and building professionals.....	2.1%
Health professionals.....	0.2%
Information technology professionals.....	2.9%
Legal, social and welfare professionals.....	1.5%
Managers.....	12.0%
Marketing, PR and sales professionals.....	21.0%
Science professionals.....	0.2%
Other professionals, associate professionals and technicians.....	3.9%
Childcare, health and education occupations.....	1.1%
Clerical, secretarial and numerical clerks.....	9.6%
Retail, catering, waiting and bar staff.....	9.8%
Other occupations.....	7.2%
Unknown occupations.....	0.1%

FEMALE: 5,575 / MALE: 6,295 / TOTAL IN EMPLOYMENT IN UK: 11,865

## EXAMPLES OF 2017 BUSINESS AND MANAGEMENT STUDIES GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Group director – building support systems company

**Engineering and building professionals:** Quantity surveyor – engineering company

**Information technology professionals:** IT consultant – FDM; Technology consultant – KPMG; Technician – Microsoft; ICT technician – local authority

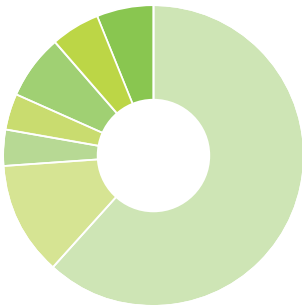
**Business, HR and finance professionals:** Training coordinator – Amazon; Stakeholder engagement executive – Nuffield; Financial crime agent – security organisation; Recruitment consultant – recruitment agency; Major contract manager – British Telecom; Strategic development manager – fund management company

**Marketing, advertising, PR and sales professionals:** Digital marketer – travel and tour company

**Arts, design and media professionals:** Art broker – fine art gallery

**Other professionals, associate professionals and technicians:** Air hostess – British Airways

# Hospitality, leisure, tourism and transport



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	61.8%
Working part time in the UK.....	12.3%
Working overseas.....	3.8%
Working and studying.....	3.9%
Further study.....	6.9%
Unemployed, including those due to start work.....	5.4%
Other.....	5.9%

SURVEY RESPONSE: 74.2% / FEMALE: 2,355 / MALE: 1,030 / TOTAL RESPONSES: 3,385 / ALL GRADUATES: 4,560

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

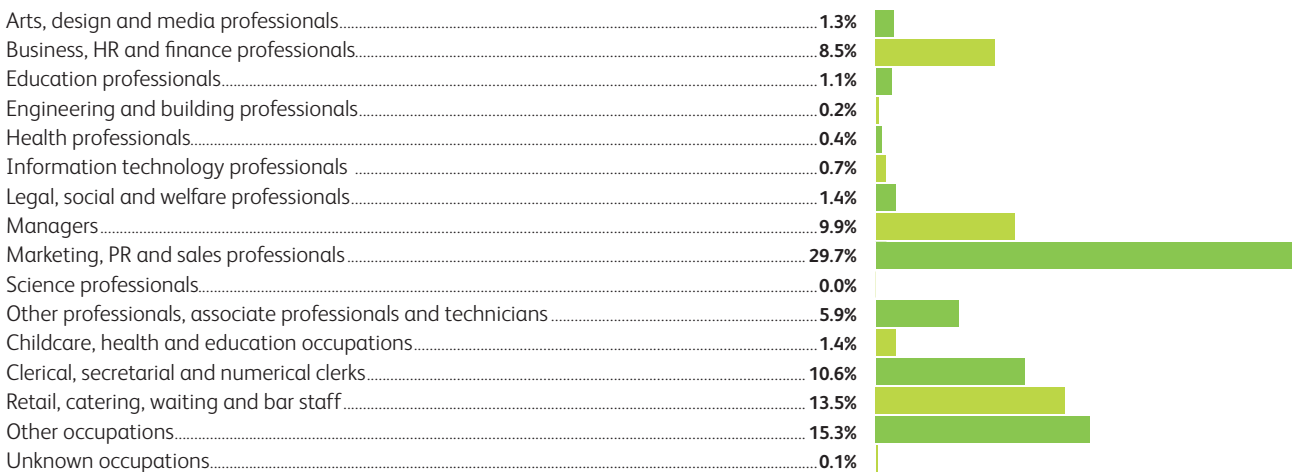
Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	0.9%
Studying for a Masters (e.g. MA, MSc).....	77.4%
Studying for a postgraduate qualification in education.....	11.6%
Studying for other postgraduate diplomas.....	2.8%
Studying for a professional qualification.....	3.7%
Other study.....	3.7%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 235

## EXAMPLES OF COURSES STUDIED

MSc Environment	MSc Real Estate and Investment
MSc Human Resource Development	MSc Counter-Terrorism
MSc Marketing	MRes Historical Research

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE: 1,865 / MALE: 765 / TOTAL IN EMPLOYMENT IN UK: 2,635

## EXAMPLES OF 2017 HOSPITALITY, LEISURE, TOURISM AND TRANSPORT GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

### Business, HR and finance professionals:

Recruitment consultant – recruitment agency;  
Graduate scheme – Arriva Bus; Graduate aircraft broker trainee – aircraft charter firm; Graduate manager – facilities company

### Marketing, advertising, PR and sales professionals:

Events co-ordinator – digital media company; Wedding and events planner – hotel

**Arts, design and media professionals:** Digital and website executive – media lifestyle company

### Other professionals, associate professionals and technicians:

Historical guide – government agency; Personal advisor – social enterprise; Support co-ordinator – business support provider; Cabin crew – British Airways

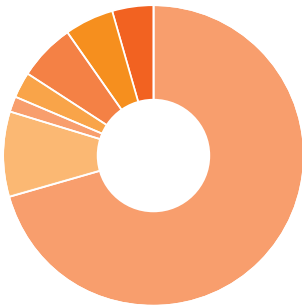
**Numerical clerk, clerical and secretarial occupations:** Admin officer – government agency

### Retail, catering, waiting and bar staff:

Butcher – Tesco

**Other occupations:** Housekeeping assistant – historical site of interest; Boarding kennel worker – kennels; Factory operator – manufacturing company; Customer service agent – Easyjet

# Marketing



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	70.7%
Working part time in the UK.....	9.0%
Working overseas.....	1.8%
Working and studying.....	2.8%
Further study.....	6.1%
Unemployed, including those due to start work.....	5.2%
Other.....	4.3%

SURVEY RESPONSE: 75.5% / FEMALE: 1,825 / MALE: 1,325 / TOTAL RESPONSES: 3,150 / ALL GRADUATES: 4,170

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	1.0%
Studying for a Masters (e.g. MA, MSc).....	81.6%
Studying for a postgraduate qualification in education.....	4.2%
Studying for other postgraduate diplomas.....	5.0%
Studying for a professional qualification.....	1.0%
Other study.....	7.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 190

## EXAMPLES OF COURSES STUDIED

MSc International Strategy	MA Advertising and Marketing
MA Business Management	Doctor of Philosophy Marketing
MSc Business and Management	LLB Law
MA Public Relations and Society	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	3.3%
Business, HR and finance professionals.....	10.9%
Education professionals.....	0.4%
Engineering and building professionals.....	0.5%
Health professionals.....	0.0%
Information technology professionals.....	1.7%
Legal, social and welfare professionals.....	0.7%
Managers.....	5.0%
Marketing, PR and sales professionals.....	53.6%
Science professionals.....	0.0%
Other professionals, associate professionals and technicians.....	1.1%
Childcare, health and education occupations.....	0.4%
Clerical, secretarial and numerical clerks.....	5.7%
Retail, catering, waiting and bar staff.....	11.1%
Other occupations.....	5.4%
Unknown occupations.....	0.1%

FEMALE: 1,540 / MALE: 1,055 / TOTAL IN EMPLOYMENT IN UK: 2,600

## EXAMPLES OF 2017 MARKETING GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Director – web services company

**Information technology professionals:**

Freelance content manager – technology company;  
Business technology consultant – IBM

**Business, HR and finance professionals:**

Commercial strategy analyst – energy company;  
Graduate research executive – research company;  
Commercial executive – Skyscanner;

Senior associate – financial data services;  
Management trainee – oil company;  
Digital marketer – thermal coating organisation;  
Marketing graduate – Mitchell and Butler;  
Marketing executive – theatre company;  
Business PR Intern – PR company

**Arts, design and media professionals:**

Dancer – self-employed

**Other professionals, associate professionals and technicians:** Air hostess – British Airways

**Retail, catering, waiting and bar staff:**

Deli assistant – deli





# LOVE WHAT YOU DO

Pick up our guides to graduate jobs and postgraduate study at university careers services, careers fairs or online

PROSPECTS

# Creative arts overview

**PAMELA KELLY** Careers adviser at the University of the West of Scotland

The destinations of graduates from creative subjects this year compares well with graduates across the whole of the higher education sector. For the purposes of this article, creative graduates refers to those who come from fine art, media studies, design and performing arts. These graduates can often be misconstrued as ones who are unlikely to utilise their degree in the traditional sense of gaining graduate employment. However, perhaps contrary to popular belief, this is a rapidly-growing sector with a '4.9% increase in jobs since 2014 compared to a 2% increase across the UK economy as a whole between 2014 and 2015'.<sup>1</sup>

## Employment destinations

Creative arts graduates are commonly in a variety of jobs, often related to their degree on a part-time or freelance basis, as well as having employment elsewhere in order to secure a steady income. This approach to employment is referred to as having a 'portfolio career'. Twice the number of creative arts graduates reported that they are working part time compared to graduates from other disciplines, with those from fine art having the highest percentage of graduates working part time at 28.8%.

Fine art also has the lowest number in full-time employment at 36.4%, through to design with the highest at 56.8% in full-time employment. Media studies graduates had 50.8% in full-time employment and performing arts were at 41.8%. These figures are comparable to other graduates from subjects across social sciences and humanities, although in some cases, quite a bit lower than the overall average for graduates who were employed full time at 55.2%. In terms of destinations considered as being at professional-level employment, design had the highest figure at 70.8% and fine art the lowest with 53.5%. However, these figures can be influenced by how the person has answered the survey. Due to the nature of their portfolio style working life, they may have answered the survey with their steady income in mind as opposed to their creative endeavours and often their steady income will come from employment not considered as being at a professional level. Of all of the subjects, design graduates were the most likely

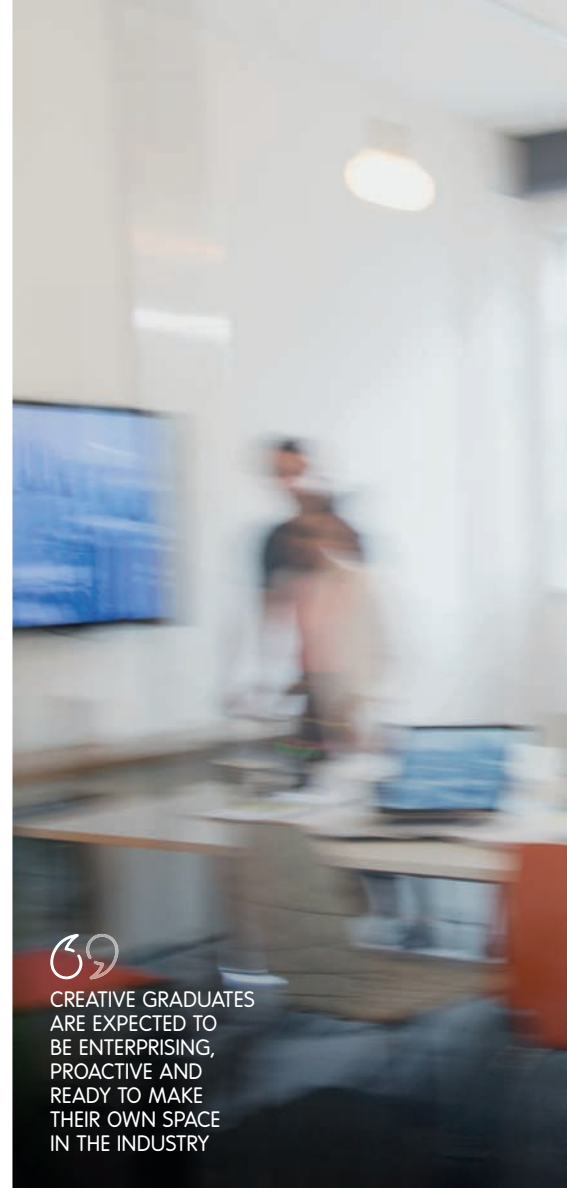
to stay in the sector, with 46.6% finding employment in arts, design and media professions. Media studies was the only subject that had a significant number go into another professional-level sector, with 17.3% in marketing, PR and sales professions.

## Self-employment

Due to the nature of the sector, self-employment, enterprise and freelance activities are common outcomes for graduates and this year was no different. The number of graduates working freelance was high across all of the subjects, with performing arts being the highest at 25.4%, the lowest being design at 13.8%. These figures were quite a bit higher when compared to the general graduate population, where the figure was 4.9% in self-employment. All these figures reinforce the message that creative graduates are expected to be enterprising, proactive and ready to make their own space in the industry. The numbers in a permanent contract were lower than average (61%), with performing arts being the lowest at 38.6%. This, however, is the nature of the sector and it's a pattern that's likely to continue, as creative professionals are often employed on short-term contracts.

Self-employment was also reflected heavily in the occupation titles reported from creative graduates – particularly in those from fine arts whose most reported job title was 'artist' (21.4%), with the majority of these being self-employed, or as an artist in residence. For design graduates, the job title of graphic designer took the top spot with 18.1%. Performing arts graduates reported actor, entertainer and presenter as their most common occupation at 10.4% and for media studies, arts officers, producers and directors were the most reoccurring occupations at 11.3%. For all four subject areas, retail and sales occupations were the second most reported area of employment. This could be due to graduates completing the survey with their steady employment in mind as opposed to the creative work they may be involved in.

The survey of graduates that forms the basis of this article, *Destinations of Leavers from Higher Education* (DLHE), is conducted six months after graduation. This does not



CREATIVE GRADUATES ARE EXPECTED TO BE ENTERPRISING, PROACTIVE AND READY TO MAKE THEIR OWN SPACE IN THE INDUSTRY

always go in favour of creative graduates as they are often developing ideas, working on projects and making valuable contacts at this time. The nature of their careers and the portfolio approach does not fit in well with the survey. That being said, the statistics for this group are far from negative and the unemployment figures are no worse than many other subject areas. In fact, the unemployment rate fell by 1.3 percentage points for media studies graduates. This subject also had the highest percentage in the unemployed category from the creative subjects at 7.5%, the lowest being performing arts at 4.7%. Underemployment (graduates not in professional-level employment) is on a par with subjects within arts and humanities and social sciences and again, it will be interesting to see how the new approach to surveying students will affect this figure in all areas, not just creative subjects.

## Gender issues

The gender split across all of the subjects was weighted toward females, as in the case of fine art, where females outnumber males at three to one. Media studies had the smallest disparity with 1.1 females graduating for every male. This gender split in these subjects has come to be the norm and is what's expected in this higher education subject area. However,



this is not reflected in the creative workforce. A 2017 DCMS (Department for Digital, Culture, Media and Sport) study has revealed that the sector is more male dominated than the overall UK workforce, with 63% of creative sector jobs filled by men compared to 53% in the general workforce in 2016.<sup>2</sup> The report found some improvement in the area of design, with the number of women increasing by 23% between 2015 and 2016.<sup>3</sup> There has also been much dialogue around the gender pay gap and the expectation of long working hours, which could contribute to the inequality of numbers between the genders as women still tend to have childcare responsibilities. The question then would be – where do all the female graduates go? It's a question that is far too complex to go into in this article, but one that could and should be addressed.

#### Further study

The number of those going on to further study is highest in both fine arts and performing arts at 14.4%, with the lowest figure belonging to design (5.9%). As 16.1% of graduates across all subjects went on to further study, it confirms that the creative subjects are slightly lower than the average. However, across the general workforce the creative sector boasts the highest level of education, with 78% holding degrees compared to 32% across the UK workforce

as a whole. Women working in the creative sector have an even higher percentage with 81% holding a degree.<sup>4</sup> Performing arts had the highest figure for graduates entering teacher training with 27% going on to study a postgraduate teaching qualification.

#### Salaries

Salaries across the sector went up, as they did across graduate employment in general, with performing arts having both the highest and the lowest figures – £21,500 and £15,800 – and all of the other subjects being between these two parameters. The most recent Creative Skillset Workforce Survey shows that average income across the sector is £33,900 although salaries can vary greatly, with those in visual effects earning the most at £45,900 and those in film the least at £23,150.<sup>5</sup>

#### Future trends

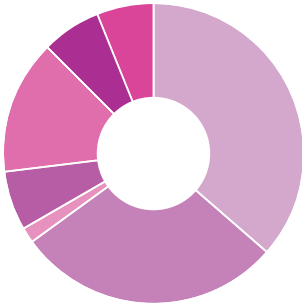
On the whole the creative sector continues to flourish, having 'experienced the strongest growth in employment figures in the last five years'<sup>6</sup> with creative industries showing the largest growth in employment, rising by 25.4% between 2011-2016, when general UK employment only increased by 7.6%. Design and fashion design provided the biggest employment growth with a massive 57.4% increase.<sup>7</sup> News was not so good in the craft sector where there was a 25.5% decrease.<sup>8</sup>

The growth in this sector is promising for those undertaking a degree in these subject areas – however, it's more than just the degree that counts. A lot is expected of creative graduates. They must possess a wide range of soft skills as well as be technologically savvy and able to network effectively in order to acquire the contacts to get a break. Not only do they have to be talented, but they must be able to showcase their talent and sell themselves continually and have the enterprise skills to carve out their own unique path. That being said, creative graduates seem to be more than capable of stepping up to the mark, year after year.

#### References

1. Department for Culture, Media & Sport (June 2016). 'Creative Industries: Focus on Employment'. [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/534305/Focus\\_on\\_Employment\\_revised\\_040716.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534305/Focus_on_Employment_revised_040716.pdf). Accessed August 2018.
2. Department for Culture, Media & Sport (2017). DCMS Sectors Economic Estimates 2017: Employment and Trade.
3. Morris, A. Dezeen. 'Lack of diversity within the UK's creative industries revealed'. Accessed August 2018.
4. Creative Skillset (2014). *The Creative Media Workforce Survey 2014*. [http://creativeskillset.org/assets/0001/0465/Creative\\_Skillset\\_Creative\\_Media\\_Workforce\\_Survey\\_2014.pdf](http://creativeskillset.org/assets/0001/0465/Creative_Skillset_Creative_Media_Workforce_Survey_2014.pdf). Accessed August 2018.
5. *Ibid.*
6. Department for Culture, Media & Sport (2017). DCMS Sectors Economic Estimates 2017: Employment and Trade.
7. Morris, A. Dezeen. 'Lack of diversity within the UK's creative industries revealed'. Accessed August 2018.
8. *Ibid.*

# Fine arts



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	36.4%
Working part time in the UK	28.8%
Working overseas	1.6%
Working and studying	6.3%
Further study	14.4%
Unemployed, including those due to start work	6.6%
Other	5.9%

SURVEY RESPONSE: 71.2% / FEMALE: 1,890 / MALE: 615 / TOTAL RESPONSES: 2,510 / ALL GRADUATES: 3,525

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.9%
Studying for a Masters (e.g. MA, MSc)	70.2%
Studying for a postgraduate qualification in education	17.0%
Studying for other postgraduate diplomas	3.9%
Studying for a professional qualification	0.3%
Other study	6.7%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 360

## EXAMPLES OF COURSES STUDIED

MA Creative Practice	MSc Digital Marketing
MA Visual Arts Illustration	PGCE Primary
MA Design	PGCE Secondary
MA Fine Art	Level 3 Welding and Fabrication
MA Fine Art Conservation	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	29.9%
Business, HR and finance professionals	2.8%
Education professionals	2.9%
Engineering and building professionals	0.2%
Health professionals	0.7%
Information technology professionals	0.8%
Legal, social and welfare professionals	1.8%
Managers	4.4%
Marketing, PR and sales professionals	6.5%
Science professionals	0.1%
Other professionals, associate professionals and technicians	3.4%
Childcare, health and education occupations	5.6%
Clerical, secretarial and numerical clerks	6.1%
Retail, catering, waiting and bar staff	24.2%
Other occupations	10.6%
Unknown occupations	0.1%

FEMALE: 1,360 / MALE: 430 / TOTAL IN EMPLOYMENT IN UK: 1,790

## EXAMPLES OF 2017 FINE ARTS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

### Information technology professionals:

Web designer – internet company

### Business, HR and finance professionals:

Buyer – Toys R Us

### Marketing, advertising, PR and sales professionals:

Marketing events co-ordinator – cathedral

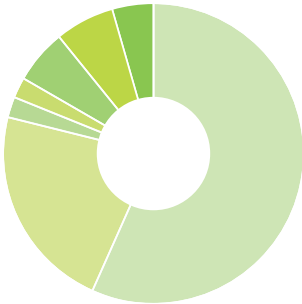
### Arts, design and media professionals:

Art librarian – university; Self-employed artist; Artist in residence – artist studio; Production technician – production company; Art assistant – science laboratory; Clothing design intern – clothes designer; Illustrator – self-employed

### Retail, catering, waiting and bar staff:

Sales assistant – retail outlet

# Design



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	56.8%
Working part time in the UK.....	22.1%
Working overseas.....	2.2%
Working and studying.....	2.3%
Further study.....	5.9%
Unemployed, including those due to start work.....	6.3%
Other.....	4.3%

SURVEY RESPONSE: 76.0% / FEMALE: 6,770 / MALE: 2,945 / TOTAL RESPONSES: 9,715 / ALL GRADUATES: 12,780

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	1.8%
Studying for a Masters (e.g. MA, MSc).....	72.3%
Studying for a postgraduate qualification in education.....	10.8%
Studying for other postgraduate diplomas.....	2.8%
Studying for a professional qualification.....	0.5%
Other study.....	11.8%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 575

## EXAMPLES OF COURSES STUDIED

MA Fine Art	PGCE Primary
MSc Automotive Design	MA Visual Communication
MA Animation	Diploma Interior Design
MA Design	
MRes Design	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	46.6%
Business, HR and finance professionals.....	2.1%
Education professionals.....	1.4%
Engineering and building professionals.....	1.4%
Health professionals.....	0.3%
Information technology professionals.....	3.1%
Legal, social and welfare professionals.....	0.5%
Managers.....	3.0%
Marketing, PR and sales professionals.....	9.2%
Science professionals.....	0.1%
Other professionals, associate professionals and technicians.....	3.1%
Childcare, health and education occupations.....	1.3%
Clerical, secretarial and numerical clerks.....	3.6%
Retail, catering, waiting and bar staff.....	16.9%
Other occupations.....	7.6%
Unknown occupations.....	0.2%

FEMALE: 5,510 / MALE: 2,380 / TOTAL IN EMPLOYMENT IN UK: 7,890

## EXAMPLES OF 2017 DESIGN GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

**Managers:** Museum manager – museum

**Education professionals:**  
Teaching assistant – primary school

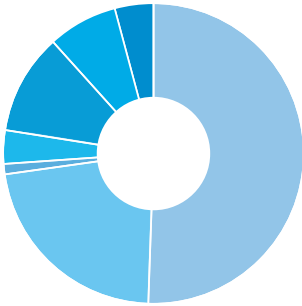
**Legal, social and welfare professionals:**  
Family welfare engagement worker – local authority

**Marketing, advertising, PR and sales professionals:** Visual merchandiser – John Lewis

**Arts, design and media professionals:**

Fashion design tailor – suit specialist;  
Fashion embellishment intern – designer;  
Junior graphic designer – Dyson; Textile design  
assistant – clothes designer; Graduate fashion  
intern – clothing company

# Media studies



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	50.8%
Working part time in the UK.....	22.1%
Working overseas.....	1.1%
Working and studying.....	3.8%
Further study.....	10.7%
Unemployed, including those due to start work.....	7.5%
Other.....	4.1%

SURVEY RESPONSE: 72.4% / FEMALE: 2,190 / MALE: 1,980 / TOTAL RESPONSES: 4,175 / ALL GRADUATES: 5,770

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

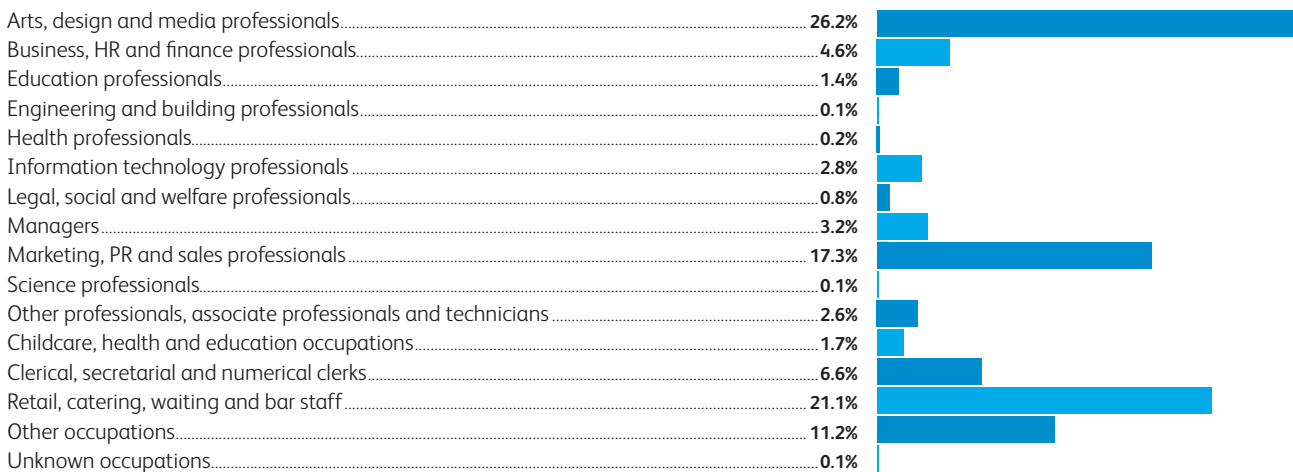
Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	1.8%
Studying for a Masters (e.g. MA, MSc).....	85.3%
Studying for a postgraduate qualification in education.....	8.7%
Studying for other postgraduate diplomas.....	0.0%
Studying for a professional qualification.....	0.7%
Other study.....	3.5%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 445

## EXAMPLES OF COURSES STUDIED

MA Advertising	MA Gender and Culture
MA TESOL	MA Digital Media
Graduate Diploma Law LLB	MSc Film, Exhibition and Curation
MA Communication, Media Practice and Public Relations	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE: 1,715 / MALE: 1,485 / TOTAL IN EMPLOYMENT IN UK: 3,200

## EXAMPLES OF 2017 MEDIA STUDIES GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

### Managers:

E-Communications manager – NHS

### Education professionals:

Student ambassador – university

### Information technology professionals:

IT technology specialist – Apple;

Digital content creator – theme park

### Marketing, advertising, PR and sales professionals:

Retail intern – hospice;

Copywriting intern – The Oxford Times

### Arts, design and media professionals:

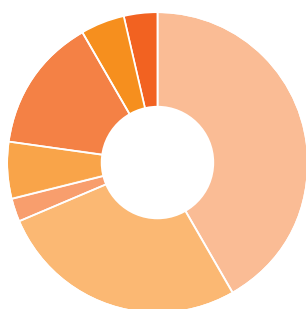
Trainee journalist – radio station; TV production

management assistant – BBC; Magazine features

writer intern – magazine; Editorial intern –

Trotman Education

# Performing arts



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	41.8%
Working part time in the UK	26.9%
Working overseas	2.6%
Working and studying	6.0%
Further study	14.4%
Unemployed, including those due to start work	4.7%
Other	3.6%

SURVEY RESPONSE: 75.7% / FEMALE: 4,870 / MALE: 3,525 / TOTAL RESPONSES: 8,395 / ALL GRADUATES: 11,090

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

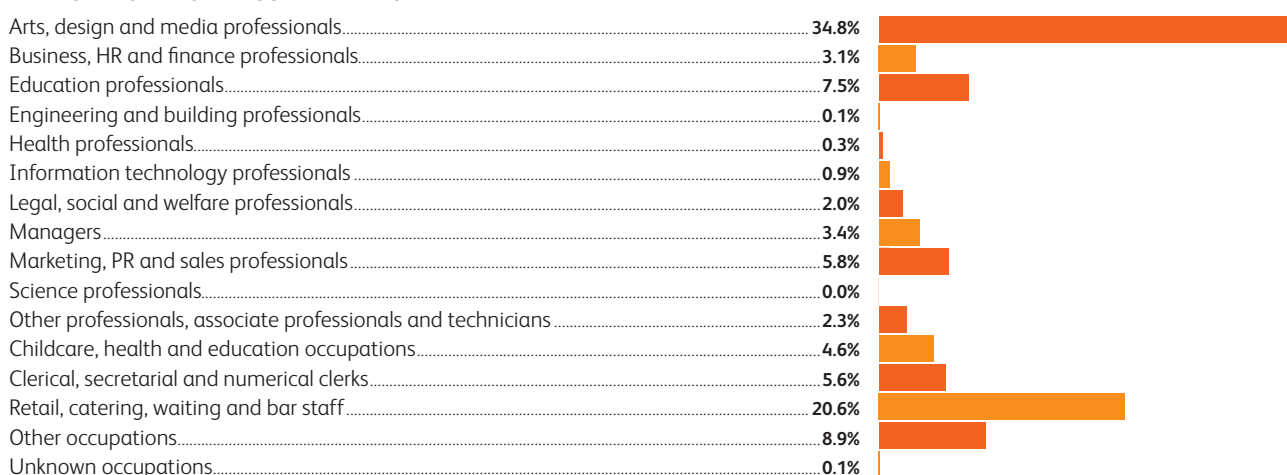
Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.2%
Studying for a Masters (e.g. MA, MSc)	62.6%
Studying for a postgraduate qualification in education	27.0%
Studying for other postgraduate diplomas	0.5%
Studying for a professional qualification	1.5%
Other study	6.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,205

## EXAMPLES OF COURSES STUDIED

MA Song Writing	MA Theatre for Young Audiences
MA Music Performance	MA Music Education
MA Sound Arts	PGDE Leadership and Learning

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE: 3,640 / MALE: 2,620 / TOTAL IN EMPLOYMENT IN UK: 6,260

## EXAMPLES OF 2017 PERFORMING ARTS GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

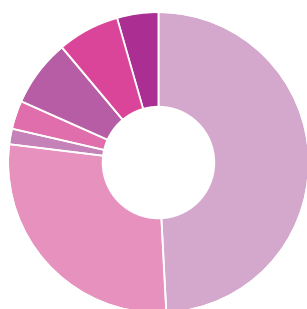
**Managers:** Factory supervisor – window manufacturer; Education professionals; Music assistant – school

**Business, HR and finance professionals:** Business development executive – media events company

**Arts, design and media professionals:** Chamber music manager – Royal College of Music; Assistant artist manager – talent agency; Audience development co-ordinator – art festival; Self-employed musician; Theatre aide – community centre; Freelance assistant publicist and producer; Self-employed artistic director; Theatre collective founder; Actor – production company

**Retail, catering, waiting and bar staff:** Bar staff – bar; Bookseller – bookshop

# Cinematics and photography



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	49.3%
Working part time in the UK.....	27.8%
Working overseas.....	1.6%
Working and studying.....	3.2%
Further study.....	7.0%
Unemployed, including those due to start work.....	6.7%
Other.....	4.4%

SURVEY RESPONSE: 75.6% / FEMALE: 2,090 / MALE: 1,840 / TOTAL RESPONSES: 3,930 / ALL GRADUATES: 5,205

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	1.8%
Studying for a Masters (e.g. MA, MSc).....	74.8%
Studying for a postgraduate qualification in education.....	7.9%
Studying for other postgraduate diplomas.....	4.6%
Studying for a professional qualification.....	1.5%
Other study.....	9.4%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 275

## EXAMPLES OF COURSES STUDIED

MA Art History and Theory

Teaching Assistance

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	45.2%
Business, HR and finance professionals.....	2.2%
Education professionals.....	1.5%
Engineering and building professionals.....	0.3%
Health professionals.....	0.3%
Information technology professionals.....	2.3%
Legal, social and welfare professionals.....	0.8%
Managers.....	3.1%
Marketing, PR and sales professionals.....	6.4%
Science professionals.....	0.0%
Other professionals, associate professionals and technicians.....	2.5%
Childcare, health and education occupations.....	1.4%
Clerical, secretarial and numerical clerks.....	4.5%
Retail, catering, waiting and bar staff.....	19.7%
Other occupations.....	9.8%
Unknown occupations.....	0.1%

FEMALE: 1,695 / MALE: 1,455 / TOTAL IN EMPLOYMENT IN UK: 3,155

## EXAMPLES OF 2017 CINEMATICS AND PHOTOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Assistant store manager (training) – Joules; Assistant hotel manager

**Business, HR and finance professionals:** Recruitment consultant – recruitment agency

**Marketing, advertising, PR and sales professionals:** Digital marketer – By Terry

**Arts, design and media professionals:** Social media manager; Freelance photographer; Art studio manager – artist studio; Photographer – photography studio; Production associate – production company

**Nursing, health and education occupations:**

Nursery assistant – nursery; Co-educator – training organisation

**Retail, catering, waiting and bar staff:** Sales adviser – House of Fraser

**Other occupations:** Office runner – media company





Dynamo



Creator



Empath



Entertainer



Experimenter

**Job Match**  
Take the first step  
into finding the  
job for you



Guardian



Guide



Healer



Inspirer



Organiser



Pioneer



Promoter



Solver



Tactician



Visionary

# Technology, engineering and maths overview

**BARRIE GREY** Head of careers and employability at Bath Spa University

Technology, engineering and mathematics are considered a significant element of the government's industrial strategy<sup>1</sup> for the UK. It's not surprising, therefore, to see plenty of higher education provision in this area. Graduates from subjects in information technology (IT), maths, architecture and building studies, civil engineering, electrical and electronic engineering and mechanical engineering made up over 10% of the total graduating cohort in the 2016/17 *Destinations of Leavers from Higher Education* (DLHE) survey.

Working full time was the most likely outcome for technology, engineering and maths graduates. When compared with the total graduate cohort, architecture and building studies (70.3%), civil engineering (69.3%), electrical and electronic engineering (66.6%), IT (64%) and mechanical engineering (63.9%) were all above the average of 55.2%. Maths was the only subject to have lower than average full-time employment outcomes at 47.6%. However, 25% of maths graduates did go on to further study – nearly double the percentage of the second highest, mechanical engineering (13.5%). Data from HESA reports that around a quarter of all students enrolled on an engineering degree are planning to include a year in industry, are already on a year in industry or have completed a year in industry.<sup>2</sup>

Working and studying across these subjects remains quite low in comparison to the average for the whole graduate cohort. Engineering graduates are much less likely to go on to formal study alongside work due to the rise in integrated Masters courses that enable them to apply for chartered status earlier in their career. Maths has the highest percentage of graduates working and studying (5.2%) and this is due to the relatively high numbers progressing to roles in finance that require further professional qualifications, such as accountancy.

Generally, UK graduates aren't particularly mobile in the early stages of their career with only 1.8% working overseas after they graduate. There isn't any significant difference for graduates from technology, engineering and maths subjects. The *Gone International: mobility works* publication states that while the percentage of students spending time abroad

as part of their undergraduate studies has risen, it still remained low at 7.4% for students graduating in 2014/15.<sup>3</sup> The report suggests a significant barrier is language – including the lack of language teaching in schools and options for continuing language learning at university.

## Employment destinations

Subjects that make up technology, engineering and maths are mainly vocational. Subject tuition is more aligned with employer expectations and therefore graduates should leave with the skills and knowledge to enter specific employment pathways. This was a result of the Wakeham Review that recommended greater collaboration between industry and educators.<sup>4</sup> As well as the introduction of degree apprenticeships, more engineering degree courses are being sponsored by, or aligned to, particular employers.

Overwhelmingly, IT graduates who were working went into roles as IT professionals (63.1%). Of the roles IT graduates secured, over a third (34.3%) went on to become programmers and software developers. The rest are shared in small percentages across the IT sector, with general IT and telecoms professionals the second highest occupation entered (6.7%).

The main employment destinations for maths graduates were to become business, human resources (HR) and finance professionals (41.9%) and IT professionals (12%). This is likely down to their analytical skills and the high proportion of graduate opportunities in business, HR and finance. According to the High Fliers report on the graduate labour market in 2017, almost 37% of the opportunities offered by the leading 100 graduate recruiters were in these areas.<sup>5</sup> The actual job sectors maths graduates went into were more diverse with no obvious front runner. The three most popular sectors were general business professionals (8.7%), finance and investment analysts/advisers (8.1%) and programmers and software developers (7.3%).

For graduates from architecture and building studies, the outcomes were split between engineering and building professionals (46.1%) and other professionals, associate

professionals and technicians (24.8%). The latter is something of a catch-all category for occupations that can be locally important but not large enough for categories of their own. However, a significant percentage of architecture and building studies graduates were in this area because it includes roles like architectural technicians and some town planning roles. Looking at popular sectors, it might seem surprising that architect (7.5%) is the fourth most popular occupation behind architectural and town planning technicians (21.4%), quantity surveyors (17.2%) and chartered surveyors (8.4%).

Unsurprisingly, many engineering graduates were employed as engineering and building professionals. This was particularly true for civil engineering graduates (74.8%). There was some difference with electrical and electronic engineering graduates with only 41.3% going on to become engineering and building professionals. A significant proportion (20.2%) went on to become IT professionals.

Looking at a further breakdown of the data reveals few surprises, as 56.9% of civil engineering graduates went on to become civil engineers with only general engineers (at 8.6%) offering any alternative. There was a broader range of outcomes for electrical and electronic engineering graduates. Electrical engineers come out as the top destination (14.1%), but electronic engineer is only fifth on the list with 6.1% of graduates choosing this profession. In between these destinations were programmers and software development professionals (9.2%), general engineers (8.3%) and design and development engineers (6.5%).

## Unemployment

With an ongoing shortage of skilled engineers and IT professionals, it's puzzling to see unemployment still high for graduates from technology, engineering and maths. Only civil engineering (4.8%) and architecture and building studies (4.9%) were below the average for the whole graduate cohort (5.1%). While unemployment is down in most subjects compared to last year's levels, they're still very high in IT (9.4%) and maths (7.5%).

One explanation could be raised expectations. Looking at the data for employment outcomes



**GRADUATES SHOULD LEAVE  
UNIVERSITY WITH THE  
SKILLS AND KNOWLEDGE  
TO ENTER SPECIFIC  
EMPLOYMENT PATHWAYS**

the percentage of graduates going into non-professional roles such as hospitality and retail are quite small. Other subjects reporting lower than average unemployment saw more graduates going into these sectors. It could be that the expectation of getting a degree-related professional job on graduation means that graduates are more likely to remain unemployed while seeking that role. This expectation might be further solidified by the high proportion of work-based learning within these degree programmes, increasing the graduate's expectation of the roles they should be considering.

The counterargument is that employers still perceive graduates as not having the right skills. This isn't necessarily echoed in the last report by the CBI called *Helping the UK thrive*.<sup>6</sup> The report states that businesses are increasing their opportunities for graduates, believe that the subject studied is important, agree that relevant work experience is crucial and value the skills that graduates bring. While this is an isolated study, these elements of the executive study would suggest that the opportunities for, and the perception of, graduates from technology, engineering and maths should be favourable.

#### **Gender issues**

Despite a number of high-profile campaigns to encourage more females into STEM subjects, there's still a significant disparity in the number of females engaging in these subjects. This is despite a higher number of females in higher education than males. For example, while

technology, engineering and maths make up around 10% of the graduate population, only 4% of female graduates had studied technology, engineering and maths subjects. The disparity in maths isn't as high, with around a 60:40 split in favour of male graduates. The subject with the widest gender gap was mechanical engineering with a 90:10 split in favour of male graduates.

Obviously these campaigns take time and there's some evidence of marginal improvement. While females made up only 11% of the graduate respondents from engineering courses, the percentage of females studying engineering subjects in 2016/17 was nearly 18%. Industry, government and education still need to do much more to increase the number of females taking part in STEM learning to help fill the growing skills gap.

#### **Further study**

Aside from maths (25%), the percentage of graduates undertaking further study is relatively low. Most other subjects aren't much higher than 10% compared to an average for all graduates of just over 16%. The percentage progressing into further study is lowest for graduates from architecture and building studies (7.3%). The significant proportion of graduates going into full-time work in professional areas relating to their degree could explain why these graduates are less likely to go into further study. The drivers for further study are more often than not to specialise in order to be more employable or to begin a career in research. Graduates

that do go on to further study predominantly study at Masters level, which suggests they are seeking very specific vocational courses leading to particular jobs. IT, for example, had a lot of graduates studying Masters courses such as cyber security and games design.

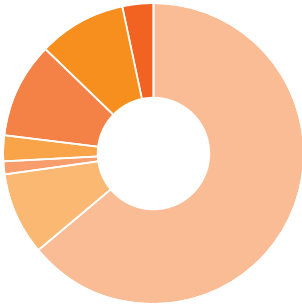
#### **Salaries**

The starting salary range for graduates from technology, engineering and maths subjects is quite wide, ranging from £18,250 to £31,300. The highest salaries are in IT and the lowest salaries are in architecture and building studies. There's a shortage of IT specialists with companies paying higher salaries to tempt the best graduates. At the lower end, it's often the case that architecture and building studies graduates go into technician-level roles while they build a portfolio or progress through steps to professional registration. The salary range suggests that most technology, engineering and maths graduates will start above the average full-time graduate salary of around £21,000.

#### **References**

1. HM Government (2017). *Industrial strategy – Building a Britain fit for the future*. Crown publications.
2. HESA. [www.hesa.ac.uk/data-and-analysis/students/what-study](http://www.hesa.ac.uk/data-and-analysis/students/what-study). Accessed Aug 2018.
3. Richard, N. Lowe, R. Hanks, C. (2016). Universities UK. *Gone international: mobility works*.
4. Wakeham, W. (2016). GOV.UK. *Wakeham Review of STEM Degree Provision and Graduate Employability*.
5. High Fliers (2018). *The Graduate Market in 2018 – Annual review of graduate vacancies & starting salaries at the UK's leading employers*.
6. CBI (2017). *CBI/Pearson Education and Skills Survey 2017*. 'Helping the UK Thrive'.

# IT



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	64.0%
Working part time in the UK.....	8.8%
Working overseas.....	1.3%
Working and studying.....	2.9%
Further study.....	10.3%
Unemployed, including those due to start work.....	9.4%
Other.....	3.2%

SURVEY RESPONSE: 77.1% / FEMALE: 1,520 / MALE: 8,875 / TOTAL RESPONSES: 10,400 / ALL GRADUATES: 13,490

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	11.0%
Studying for a Masters (e.g. MA, MSc).....	73.1%
Studying for a postgraduate qualification in education.....	8.0%
Studying for other postgraduate diplomas.....	1.9%
Studying for a professional qualification.....	0.9%
Other study.....	5.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,075

## EXAMPLES OF COURSES STUDIED

MSc Cyber Security	MSc Web Mobile Development
MRes Computing	PhD Intelligent Games and Games Intelligence
MSc Advanced Computer Science	PGCE Secondary Computer Science and Information Technology
MA Games Design	
MA Computing for Business	
MA Computing for Finance	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	3.5%
Business, HR and finance professionals.....	6.0%
Education professionals.....	1.4%
Engineering and building professionals.....	1.8%
Health professionals.....	0.1%
Information technology professionals.....	63.1%
Legal, social and welfare professionals.....	0.3%
Managers.....	2.3%
Marketing, PR and sales professionals.....	2.9%
Science professionals.....	0.3%
Other professionals, associate professionals and technicians.....	2.7%
Childcare, health and education occupations.....	0.6%
Clerical, secretarial and numerical clerks.....	2.7%
Retail, catering, waiting and bar staff.....	7.3%
Other occupations.....	5.1%
Unknown occupations.....	0.1%

FEMALE: 1,170 / MALE: 6,705 / TOTAL IN EMPLOYMENT IN UK: 7,880

## EXAMPLES OF 2017 IT GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Health professionals:** Student paramedic – West Midlands Ambulance Service

**Education professionals:** Lecturer – college; Secondary school teacher – secondary school

**Engineering and building professionals:** Assistant control systems engineer – Siemens Rail Automation; Planning, research and consultation intern – university

**Information technology professionals:** Web developer – BBC; Software engineer – British Telecom; JavaScript developer –

software company; IT graduate training programme – Santander; Software developer – glass manufacturing company; Application support engineer – software company; Operations security analyst – security service

**Business, HR and finance professionals:** Data developer – Capita; Performance management specialist – Vodafone Group; Business intelligence analyst – NHS; Consultant – consulting services

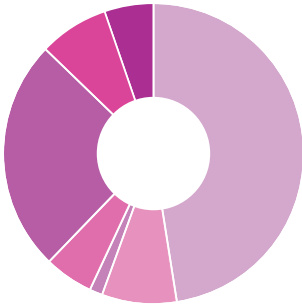
**Marketing, advertising, PR and sales professionals:** Marketing graphic designer – TV channel

**Arts, design and media professionals:** Imaging editor – clothing company; 3D artist – graphic design company

**Other professionals, associate professionals and technicians:** Helpdesk support specialist – Translation services; IT technician – secondary school

**Numerical clerk, clerical and secretarial occupations:** Civil servant – Department for Work and Pensions

# Maths



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	47.6%
Working part time in the UK	8.2%
Working overseas	1.4%
Working and studying	5.2%
Further study	25.0%
Unemployed, including those due to start work	7.5%
Other	5.1%

SURVEY RESPONSE: 79.9% / FEMALE: 1,995 / MALE: 3,190 / TOTAL RESPONSES: 5,190 / ALL GRADUATES: 6,495

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	21.5%
Studying for a Masters (e.g. MA, MSc)	44.8%
Studying for a postgraduate qualification in education	25.7%
Studying for other postgraduate diplomas	5.6%
Studying for a professional qualification	1.0%
Other study	1.5%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY : 1,300

## EXAMPLES OF COURSES STUDIED

MSc Mathematics	MSc Astrophysics
MSc Software Engineering	PhD Mathematics
MSc Medical Statistics	PGCE Secondary Mathematics
MSc Mathematical Biology	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.7%
Business, HR and finance professionals	41.9%
Education professionals	9.3%
Engineering and building professionals	1.7%
Health professionals	0.5%
Information technology professionals	12.0%
Legal, social and welfare professionals	1.0%
Managers	3.2%
Marketing, PR and sales professionals	3.9%
Science professionals	1.1%
Other professionals, associate professionals and technicians	2.6%
Childcare, health and education occupations	1.9%
Clerical, secretarial and numerical clerks	6.8%
Retail, catering, waiting and bar staff	8.5%
Other occupations	4.7%
Unknown occupations	0.2%

FEMALE: 1,270 / MALE: 1,895 / TOTAL IN EMPLOYMENT IN UK: 3,160

## EXAMPLES OF 2017 MATHS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

**Education professionals:** Primary school teacher – primary school; Statistics tutor – university; Secondary school teacher – local authority

**Science professionals:** Food entrepreneur – self-employed

**Engineering and building professionals:** Operations engineer – BAE Systems

**Information technology professionals:** Fraud analyst – American Express; Software engineer – telecommunications company

**Business, HR and finance professionals:** Candidate screening coordinator – recruitment agency; Tax analyst – Deloitte LLP; Audit associate – KPMG; Graduate financial analyst – Amazon; Trainee actuary – insurance company

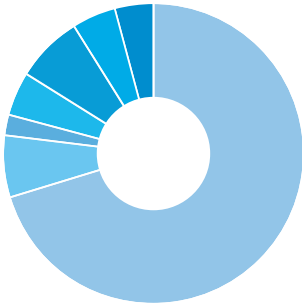
**Other professionals, associate professionals and technicians:** Fives coach – coaching agency; Project coordinator – heart clinic; Supply chain management graduate trainee – automobile company

**Nursing, health and education occupations:** Attendance officer – secondary school

**Numerical clerk, clerical and secretarial occupations:** Bookkeeper – self-employed; Claims handler – claims management company; Personal banking assistant – Lloyds Banking Group

**Retail, catering, waiting and bar staff:** Resort host – Ski tour operator; Sales assistant – Carphone Warehouse

# Architecture and building



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	70.3%
Working part time in the UK	6.7%
Working overseas	2.4%
Working and studying	4.5%
Further study	7.3%
Unemployed, including those due to start work	4.9%
Other	3.9%

SURVEY RESPONSE: 83.1% / FEMALE: 1,395 / MALE: 3,175 / TOTAL RESPONSES: 4,570 / ALL GRADUATES: 5,500

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.3%
Studying for a Masters (e.g. MA, MSc)	61.5%
Studying for a postgraduate qualification in education	1.5%
Studying for other postgraduate diplomas	12.8%
Studying for a professional qualification	2.7%
Other study	19.2%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 330

## EXAMPLES OF COURSES STUDIED

MSc Urban Design	MSc Real Estate
MA Cultural Studies	MSc City Design and Social Science
MArch Architecture	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	2.9%
Business, HR and finance professionals	4.2%
Education professionals	0.4%
Engineering and building professionals	46.1%
Health professionals	0.1%
Information technology professionals	0.5%
Legal, social and welfare professionals	1.1%
Managers	7.4%
Marketing, PR and sales professionals	2.6%
Science professionals	0.0%
Other professionals, associate professionals and technicians	24.8%
Childcare, health and education occupations	0.4%
Clerical, secretarial and numerical clerks	1.3%
Retail, catering, waiting and bar staff	4.4%
Other occupations	3.8%
Unknown occupations	0.1%

FEMALE: 1,080 / MALE: 2,640 / TOTAL IN EMPLOYMENT IN UK: 3,720

## EXAMPLES OF 2017 ARCHITECTURE AND BUILDING GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

### Engineering and building professionals:

Graduate building surveyor – housing company;  
Graduate construction manager – Mace Group; Graduate design manager – construction company; Part 1 Architect – architectural practice

### Business, HR and finance professionals:

Consultant – freelance

### Arts, design and media professionals:

Graphic designer – self-employed

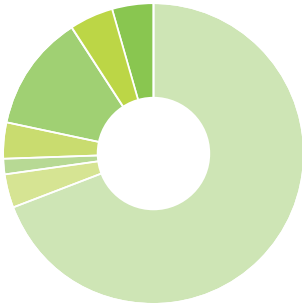
### Other professionals, associate professionals and technicians:

Architectural assistant – housing company

### Retail, catering, waiting and bar staff:

Sales advisor – Topshop

# Civil engineering



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	69.3%
Working part time in the UK.....	3.5%
Working overseas.....	1.9%
Working and studying.....	3.9%
Further study.....	12.4%
Unemployed, including those due to start work.....	4.8%
Other.....	4.2%

SURVEY RESPONSE: 82.7% / FEMALE: 315 / MALE: 1,725 / TOTAL RESPONSES: 2,045 / ALL GRADUATES: 2,470

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	9.5%
Studying for a Masters (e.g. MA, MSc).....	82.9%
Studying for a postgraduate qualification in education.....	1.6%
Studying for other postgraduate diplomas.....	2.8%
Studying for a professional qualification.....	0.4%
Other study.....	2.8%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 255

## EXAMPLES OF COURSES STUDIED

MSc Sustainability	MSc Civil Engineering
MSc Project Management	MSc Geotechnical Engineering
MSc Structural Engineering	MSc Oil and Gas Engineering

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	0.3%
Business, HR and finance professionals.....	3.4%
Education professionals.....	0.5%
Engineering and building professionals.....	74.8%
Health professionals.....	0.0%
Information technology professionals.....	1.2%
Legal, social and welfare professionals.....	0.3%
Managers.....	4.2%
Marketing, PR and sales professionals.....	0.9%
Science professionals.....	0.2%
Other professionals, associate professionals and technicians.....	5.6%
Childcare, health and education occupations.....	0.1%
Clerical, secretarial and numerical clerks.....	1.0%
Retail, catering, waiting and bar staff.....	4.2%
Other occupations.....	3.3%
Unknown occupations.....	0.1%

FEMALE: 250 / MALE: 1,320 / TOTAL IN EMPLOYMENT IN UK: 1,565

## EXAMPLES OF 2017 CIVIL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Education professionals:** Research fellow – university

**Engineering and building professionals:** Design manager – Balfour Beatty; Graduate engineer – Gatwick Airport Ltd; Graduate highway engineer – Kier; Structural engineer – Ramboll; Graduate civil engineer – Skanska UK; Graduate geotechnical engineer – Atkins

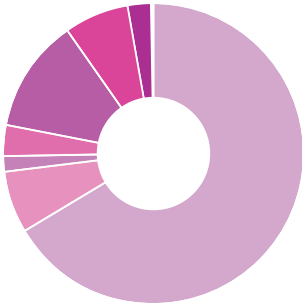
**Business, HR and finance professionals:** Delivery analyst – business management consultancy

**Arts, design and media professionals:** Life model – self-employed

**Other professionals, associate professionals and technicians:** Evidence author – Costain; Officer cadet – British Army

**Retail, catering, waiting and bar staff:** Sales assistant – TK Maxx; Bar staff – public house

# Electrical and electronic engineering



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	66.6%
Working part time in the UK.....	6.7%
Working overseas.....	1.7%
Working and studying.....	3.3%
Further study.....	12.2%
Unemployed, including those due to start work.....	6.9%
Other.....	2.7%

SURVEY RESPONSE: 81.1% / FEMALE: 255 / MALE: 2,100 / TOTAL RESPONSES: 2,350 / ALL GRADUATES: 2,895

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	28.0%
Studying for a Masters (e.g. MA, MSc).....	59.6%
Studying for a postgraduate qualification in education.....	2.8%
Studying for other postgraduate diplomas.....	3.3%
Studying for a professional qualification.....	0.7%
Other study.....	5.6%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 285

## EXAMPLES OF COURSES STUDIED

MSc Information Security	MSc Business with Financial Management
MSc Engineering Management	PhD Digital Communications
MSc Sustainable Technology	
MSc Electrical Power Engineering	
MSc Space Engineering	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	5.9%
Business, HR and finance professionals.....	3.5%
Education professionals.....	1.2%
Engineering and building professionals.....	41.3%
Health professionals.....	0.2%
Information technology professionals.....	20.2%
Legal, social and welfare professionals.....	0.5%
Managers.....	3.1%
Marketing, PR and sales professionals.....	2.1%
Science professionals.....	0.2%
Other professionals, associate professionals and technicians.....	7.6%
Childcare, health and education occupations.....	0.5%
Clerical, secretarial and numerical clerks.....	2.1%
Retail, catering, waiting and bar staff.....	6.2%
Other occupations.....	5.3%
Unknown occupations.....	0.1%

FEMALE: 200 / MALE: 1,600 / TOTAL IN EMPLOYMENT IN UK: 1,800

## EXAMPLES OF 2017 ELECTRICAL AND ELECTRONIC ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Education professionals:** Tutor – self-employed; Demonstrator – university; Lecturer – university

**Legal, social and welfare professionals:** Trainee patent attorney – law firm

**Engineering and building professionals:** Electrical engineering graduate – Network Rail; EE planning engineer – Rolls Royce; Statistician engineer – ABB Ltd; Graduate test engineer – software company; Network engineer – British Telecom; Silicon product engineer – semiconductor company

**Information technology professionals:** Software engineer – Arm

**Business, HR and finance professionals:** Application consultant – Capgemini

**Other professionals, associate professionals and technicians:** Sustainability project officer – university; Trainee electrical technical officer – marine services; Test stand technician – Borgwarner

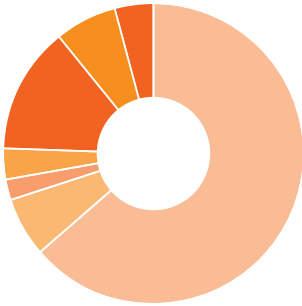
**Retail, catering, waiting and bar staff:**

Retail assistant – ASDA; Sales manager – retail outlet; Customer service expert – events company

**Other occupations:** Deliverer – Deliveroo



# Mechanical engineering



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	63.9%
Working part time in the UK.....	6.4%
Working overseas.....	2.2%
Working and studying.....	3.4%
Further study.....	13.5%
Unemployed, including those due to start work.....	6.7%
Other.....	4.1%

SURVEY RESPONSE: 80.7% / FEMALE: 375 / MALE: 3,765 / TOTAL: 4,135 / ALL GRADUATES: 5,125

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	24.1%
Studying for a Masters (e.g. MA, MSc).....	67.3%
Studying for a postgraduate qualification in education.....	2.7%
Studying for other postgraduate diplomas.....	0.6%
Studying for a professional qualification.....	0.4%
Other study.....	4.8%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 555

## EXAMPLES OF COURSES STUDIED

MA Leadership and Education	MA Design Management
MSc Project Management	MSc Business with Management
MSc Renewable and Sustainable Energy Technologies	MSc Offshore Engineering
MSc Biomedical Engineering	PhD Aerospace Engineering
MSc Mechanical Engineering	PhD Mechanical Engineering
	PGDip Pipeline Integrity Management

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	1.4%
Business, HR and finance professionals.....	6.3%
Education professionals.....	1.1%
Engineering and building professionals.....	59.3%
Health professionals.....	0.0%
Information technology professionals.....	3.2%
Legal, social and welfare professionals.....	0.2%
Managers.....	3.4%
Marketing, PR and sales professionals.....	2.4%
Science professionals.....	0.4%
Other professionals, associate professionals and technicians.....	8.7%
Childcare, health and education occupations.....	0.5%
Clerical, secretarial and numerical clerks.....	1.6%
Retail, catering, waiting and bar staff.....	5.7%
Other occupations.....	5.8%
Unknown occupations.....	0.0%

FEMALE: 280 / MALE: 2,760 / TOTAL IN EMPLOYMENT IN UK: 3,045

## EXAMPLES OF 2017 MECHANICAL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

### Education professionals:

Research officer – university

### Legal, social and welfare professionals:

Accident claims specialist – claims company;  
Trainee patent attorney – legal services

**Science professionals:** Computational physicist – energy company

**Engineering and building professionals:** Restoration worker – buildings restoration charity; Graduate mechanical engineer – Babcock; Design and development engineer – engineering consultant; Aerodynamics engineer – Red Bull

Racing; Graduate engineer – Bentley; Chassis design quality engineer – Honda; Flight physics engineer – defence technology company

### Information technology professionals:

Associate systems engineer – Cisco Systems;  
IT service manager – FDM Group

### Business, HR and finance professionals:

Depository analyst – administration services; Equity research intern – investment banking company

### Arts, design and media professionals:

Technical author – RG Luma Automation Ltd

### Other professionals, associate professionals and technicians:

IT Assistant – insurance agency; Manufacturing autocad technician – glass shop; Air traffic controller trainee – air traffic services; Pilot – Royal Airforce

### Nursing, health and education occupations:

Teaching support assistant – university

### Retail, catering, waiting and bar staff:

Sales assistant – bicycle store

**Other occupations:** Delivery driver – Ocado



## HUMANITIES

# Humanities overview

**HELEN KEMPSTER** Senior careers consultant at The Careers Group, University of London

The humanities subjects we are examining in this publication are English, history, languages and philosophy. In general, this group of subjects is non-vocational, and offers graduates a wide range of occupational choices, which the 2016/17 *Destinations of Leavers from Higher Education (DLHE)* data demonstrates.

### Employment destinations and salaries

On the whole, humanities graduates are less likely to be working either full or part time than graduates as a whole. The proportion of those in work, including those who are also studying, ranges from 60.6% of history graduates to 67.4% of languages graduates, compared to 74.3% of all graduates. This lower proportion is mostly due to the large percentage undertaking further study.

Popular occupational areas for humanities graduates are as business, human resources (HR) and finance professionals (the most common for philosophy graduates, at 18.9%) and marketing, public relations (PR) and sales (the most common for languages graduates, at 18.3%, but also significant for philosophy graduates at 15.2%). The most common occupation reflects this too, being marketing associate professionals for both subject areas.

For English and history graduates, the largest proportion of graduates were working as retail, catering, waiting and bar staff (19.2% and 18.5% respectively). Being employed in these occupations six months after graduation indicates that many of these graduates are working in non-graduate-level roles, particularly as the most common occupation for both subject areas is as sales and retail assistants (9.4% for English and 8.4% for history).

There is some evidence from small-scale studies of humanities graduates to suggest that graduates from non-vocational courses such as these may take longer to progress into graduate-level jobs than students from more vocationally-focused disciplines, as they may spend more time exploring the great variety of possibilities open to them.<sup>1</sup> This range of possibilities is also demonstrated by the fact that humanities graduates are employed across all occupational areas. Areas with larger proportions are education professionals and clerical, secretarial and numerical clerks, but there are small numbers working as health professionals and in building and engineering, for example.

There is also some evidence from small-scale research that reliance on first destinations data such as DLHE does not reflect occupational areas

across a graduate's whole life course. Research by the University of Oxford, for example, showed that only 33% of (humanities) graduates in the sample remained in the sector of their first occupation. It was revealed that 28% made major career changes, moving between employment sectors after their careers were well-established, and a further 8% maintained dual careers over an extended period.<sup>2</sup> Therefore, we cannot assume from the data that business, HR and finance, and marketing, PR and sales will employ large proportions of humanities graduates in the longer term. This may also demonstrate the flexibility of the skillset that graduates have gained through their degrees.

Another notable feature of humanities graduates is that they are slightly more likely than all graduates to be working overseas after graduation. Perhaps unsurprisingly, this is particularly true of languages graduates, where 9.1% are working overseas, compared to 1.8% of all graduates. This suggests that these graduates are making the most of the language skills gained during their studies.

Average regional starting salaries for humanities graduates vary from £16,600-£21,700 for English, to £17,300-£25,000 for philosophy.



HUMANITIES  
GRADUATES ARE  
UNIQUELY EQUIPPED  
TO GRASP THE  
OPPORTUNITIES OF  
GLOBALISATION

## Unemployment

In general, humanities graduates were slightly more likely to be unemployed when compared to the rate for graduates as a whole (5.1%). Overall, there has been a downward trend for English, history and languages in unemployment rates over the last three years, with English, for example, dropping from 6.6% in 2013/14 to 5.4% in 2016/17. Philosophy is included in this publication for the first time this year, so comparison across years is not possible – however, this year the subject had the largest proportion of unemployed graduates at 8.1%. It's unclear why this should be the case; philosophy graduates have similar skills and attributes to offer as other humanities graduates, such as self-motivation, time management, flexibility, creativity and the ability to handle complex information.<sup>3</sup>

## Gender

The humanities are dominated by female graduates. Across all the subject areas, female respondents outnumbered males, particularly in English (76% female) and languages (69% female). This reflects higher education as a whole, where female students are over-represented. *The Guardian* reported that 2016 UCAS figures show that women outnumber men in 112 of 180 degree subjects.<sup>4</sup> It's unclear why humanities subjects are favoured by female students, although this may be due to stereotypes surrounding subject areas. It

is interesting to note that there are very few initiatives to encourage males to study these subjects. On the other hand, initiatives such as Women Into Science and Engineering (WISE) seek to encourage females into areas where they are underrepresented.

## Further study

As mentioned above, humanities graduates are much more likely than graduates of other subjects to be in further study. While 16.1% of graduates were in further study overall, rates for humanities graduates range from 21% for languages graduates to 27.5% of history graduates. This high rate of further study may be linked to the reasons discussed above. Given the non-vocational nature of these subjects, many graduates may go on to further study to explore or specialise further, or to undertake professional or vocational qualifications. This can be seen in the proportion of those English and languages graduates in further study who were studying postgraduate qualifications in education (28% and 22.9% respectively, compared to 14.7% of all graduates). This may reflect the fact that teaching is one area where the language skills gained from these subject areas are directly applicable. Other examples of professional qualifications undertaken are in areas such as law, accounting, journalism and teaching English as a foreign language. Even for those graduates studying at Masters level, many were undertaking courses with a more vocational focus, such as public policy, marketing, and management. However, we can also clearly see evidence of graduates continuing with further academic study, in fields such as criminology, classics and ancient literature.

## Future trends

In November 2017, the UK government launched its new Industrial Strategy, which revealed a focus on technical education alongside higher education. This also included an investment of £406million to support maths, digital and technical education, to address the shortage of science, technology, engineering and maths (STEM) skills,<sup>5</sup> building on previous strategies and initiatives in this area. There is some concern that this focus on STEM may come at the detriment of other subject areas, including the humanities. There is certainly a decline in uptake of these subjects and opportunities to study them. The British Academy for the humanities and social sciences notes that, between 2007 and 2017, at least 10 modern language departments were closed at UK higher education institutions.<sup>6</sup> Additionally, between 2011 and 2017, the number of students studying 'English studies' and 'Historical and philosophical studies'

in higher education declined by 19.1% and 13.8% respectively.<sup>7</sup>

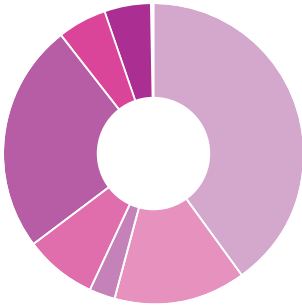
In the face of this decline, humanities graduates need to demonstrate their unique value in the labour market and the economy. Some analysis of employability profiles of various subjects, although developed some time ago, showed that attributes such as adaptability, creativity, decisiveness, initiative, leadership and tolerance of stress are emphasised more strongly in philosophy than physics, maths or engineering.<sup>8</sup> Humanities graduates are also uniquely equipped to grasp the opportunities of globalisation, through studying other cultures (for example, in languages and history) and exploring other perspectives (in English and philosophy). In addition, the emphasis on ethics in philosophy curricula leaves graduates well placed to tackle contemporary issues and challenges such as corporate social responsibility and sustainability.<sup>9</sup>

There is also scope for universities to consider how they can support the employability of their humanities students in-curriculum. This is undoubtedly a challenge given the lack of vocational focus of many programmes, where students may need support to narrow down their considerable options, as well as to clearly articulate to employers the value of their degrees in the contemporary world. This could perhaps be achieved by focusing on global challenges and how the humanities can tackle these. This renewed focus may lead to a resurgence in interest in the humanities so graduates can continue to make a positive contribution to the economy into the future.

## References

1. Kreager, P (2013). University of Oxford. *Humanities Graduates and the British Economy: The Hidden Impact*, <http://torch.ox.ac.uk/sites/torch/files/publications/Humanities%20Graduates%20and%20the%20British%20Economy%20-%20University%20of%20Oxford.pdf>. Accessed 10 August 2018.
2. *Ibid.*
3. Prospects. 'What can I do with my degree? Philosophy'. [www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/philosophy](http://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/philosophy). Accessed August 2018.
4. The Guardian (2016). 'Gender gap in UK degree subjects doubles in eight years, Ucas study finds'. [www.theguardian.com/education/2016/jan/05/gender-gap-uk-degree-subjects-doubles-eight-years-ucas-study](http://www.theguardian.com/education/2016/jan/05/gender-gap-uk-degree-subjects-doubles-eight-years-ucas-study). Accessed 10 August 2018.
5. HM Government (2017). *Industrial Strategy*. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf). Accessed 10 August 2018.
6. British Academy for the humanities and social sciences (2018). *Review of post-18 education and funding: call for evidence*. [www.britac.ac.uk/sites/default/files/ResponseToPost-18ReviewConsultation\\_0.pdf](http://www.britac.ac.uk/sites/default/files/ResponseToPost-18ReviewConsultation_0.pdf). Accessed 16 August 2018.
7. *Ibid.*
8. Kubler, B, Forbes, P. (2005). *Degrees of Skill: Student Employability Profiles – A Guide for Employers*, Council for Industry and Higher Education.
9. Saunders and Addis (2010). 'What is the value of a humanities degree?'. [www.hecsu.ac.uk/graduate\\_market\\_trends\\_autumn\\_2010\\_value\\_of\\_a\\_humanities\\_degree.htm](http://www.hecsu.ac.uk/graduate_market_trends_autumn_2010_value_of_a_humanities_degree.htm). Accessed 10 August 2018.

# English



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	40.1%
Working part time in the UK.....	14.3%
Working overseas.....	2.7%
Working and studying.....	7.8%
Further study.....	24.7%
Unemployed, including those due to start work.....	5.4%
Other.....	5.1%

SURVEY RESPONSE: 73.9% / FEMALE: 6,110 / MALE: 1,895 / TOTAL RESPONSES: 8,015 / ALL GRADUATES: 10,840

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	4.0%
Studying for a Masters (e.g. MA, MSc).....	61.5%
Studying for a postgraduate qualification in education.....	28.0%
Studying for other postgraduate diplomas.....	1.7%
Studying for a professional qualification.....	1.9%
Other study.....	2.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,980

## EXAMPLES OF COURSES STUDIED

MA English	MRes Creative Writing
MBA HR Management	MA International Journalism
MA Film & Media	MLitt Publishing Studies
MA Marketing, Communications and Branding	PGCE English
MA English, History and Popular Culture	PGDE Primary Education

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	9.1%
Business, HR and finance professionals.....	8.9%
Education professionals.....	9.5%
Engineering and building professionals.....	0.2%
Health professionals.....	0.4%
Information technology professionals.....	1.1%
Legal, social and welfare professionals.....	3.8%
Managers.....	3.3%
Marketing, PR and sales professionals.....	16.4%
Science professionals.....	0.3%
Other professionals, associate professionals and technicians.....	3.1%
Childcare, health and education occupations.....	6.3%
Clerical, secretarial and numerical clerks.....	11.2%
Retail, catering, waiting and bar staff.....	19.2%
Other occupations.....	7.1%
Unknown occupations.....	0.2%

FEMALE: 3,885 / MALE: 1,085 / TOTAL IN EMPLOYMENT IN UK: 4,975

## EXAMPLES OF 2017 ENGLISH GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Manager – restaurant

**Education professionals:** Primary school teacher – primary school; Alumni officer – university; High school teacher – high school

**Information technology professionals:** Graduate library assistant – university

**Marketing, advertising, PR and sales professionals:** PR and communications officer – start-up accelerator; Marketing consultant – customer experience consultancy; Export sales assistant – Usborne Publishing

**Arts, design and media professionals:**

Producer – sports media and technology company; Junior editor – magazine; Freelance broadcast assistant – BBC; Online production journalist – news organisation; Trainee reporter – local newspaper

**Other professionals, associate professionals and technicians:** Recruitment consultant – recruitment agency; Community organiser – charity; Editorial assistant – Routledge; Senior support worker – charity

**Numerical clerk, clerical and secretarial occupations:**

Accounts assistant – plastics manufacturer; Medical receptionist – medical centre; Bank clerk – Lloyds; Administrator – football stadium

**Retail, catering, waiting and bar staff:** Sales assistant – shoe shop; Bartender – pub; Assistant manager – bar; Customer assistant – supermarket

**Other occupations:** Welfare officer – students' union; Customer assistant – cinema; Visitor fundraiser – museum

# History



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	39.6%
Working part time in the UK.....	11.9%
Working overseas.....	2.2%
Working and studying.....	6.9%
Further study.....	27.5%
Unemployed, including those due to start work.....	5.7%
Other.....	6.3%

SURVEY RESPONSE: 75.6% / FEMALE: 4,410 / MALE: 4,060 / TOTAL RESPONSES: 8,475 / ALL GRADUATES: 11,205

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	4.8%
Studying for a Masters (e.g. MA, MSc).....	67.5%
Studying for a postgraduate qualification in education.....	13.6%
Studying for other postgraduate diplomas.....	8.1%
Studying for a professional qualification.....	2.8%
Other study.....	3.2%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,330

## EXAMPLES OF COURSES STUDIED

MA Journalism	MA Ancient History and Classical Culture
MA History	PGCE Secondary History
MSc International Development	PGCE Primary
MA Medieval Studies	Graduate Diploma in Law
MA Public History and Heritage	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	3.7%
Business, HR and finance professionals.....	16.9%
Education professionals.....	4.4%
Engineering and building professionals.....	0.5%
Health professionals.....	0.3%
Information technology professionals.....	1.5%
Legal, social and welfare professionals.....	3.6%
Managers.....	5.0%
Marketing, PR and sales professionals.....	12.9%
Science professionals.....	0.9%
Other professionals, associate professionals and technicians.....	6.1%
Childcare, health and education occupations.....	3.7%
Clerical, secretarial and numerical clerks.....	11.8%
Retail, catering, waiting and bar staff.....	18.5%
Other occupations.....	10.1%
Unknown occupations.....	0.2%

FEMALE: 2,625 / MALE: 2,305 / TOTAL IN EMPLOYMENT IN UK: 4,930

## EXAMPLES OF 2017 HISTORY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Resourcing manager – Civil Service; Manager – Next

**Education professionals:** Teacher – Teach First; English language assistant – British Council

**Legal, social and welfare professionals:** Solicitor – law firm; Legal assistant – law firm

**Engineering and building professionals:** Graduate surveyor – commercial property consultancy

**Information technology professionals:** IT delivery manager analyst – healthcare IT company

**Business, HR and finance professionals:** Operations underwriting assistant – insurance company; Investment banking analyst – Barclays; HR assistant manager – church

**Marketing, advertising, PR and sales professionals:** PR Intern – cosmetics company; PR assistant – PR and social media agency

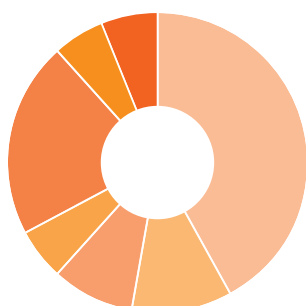
**Arts, design and media professionals:** Fashion styling intern – stylist and art director; Fine art consultant – art gallery; Rights and digital assets assistant – publisher; Self-employed actor

**Other professionals, associate professionals and technicians:** Parliamentary assistant and researcher – charity; Graduate housing officer – housing association; Logistics supply chain technician – Ministry of Defence; Police officer – Police Scotland

**Nursing, health and education occupations:** Hospital healthcare assistant – NHS; Physiotherapy assistant – NHS

**Numerical clerk, clerical and secretarial occupations:** Data admin assistant – business support agency

# Languages



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	42.1%
Working part time in the UK.....	10.7%
Working overseas.....	9.1%
Working and studying.....	5.5%
Further study.....	21.0%
Unemployed, including those due to start work.....	5.6%
Other.....	6.0%

SURVEY RESPONSE: 75.6% / FEMALE: 4,340 / MALE: 1,965 / TOTAL RESPONSES: 6,305 / ALL GRADUATES: 8,340

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	5.4%
Studying for a Masters (e.g. MA, MSc).....	58.7%
Studying for a postgraduate qualification in education.....	22.9%
Studying for other postgraduate diplomas.....	5.4%
Studying for a professional qualification.....	2.8%
Other study.....	4.7%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,320

## EXAMPLES OF COURSES STUDIED

MA Classics	MSc Real Estate
MA Forensic Linguistics	PGCE Secondary English
MA Translation & Interpreting	TEFL (Teaching English as a Foreign Language)
MSc Strategic Marketing	
MA Development & Human Rights	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	6.7%
Business, HR and finance professionals.....	16.0%
Education professionals.....	7.6%
Engineering and building professionals.....	0.4%
Health professionals.....	0.4%
Information technology professionals.....	2.5%
Legal, social and welfare professionals.....	3.8%
Managers.....	4.0%
Marketing, PR and sales professionals.....	18.3%
Science professionals.....	0.6%
Other professionals, associate professionals and technicians.....	4.4%
Childcare, health and education occupations.....	3.6%
Clerical, secretarial and numerical clerks.....	9.9%
Retail, catering, waiting and bar staff.....	14.4%
Other occupations.....	7.2%
Unknown occupations.....	0.3%

FEMALE: 2,570 / MALE: 1,080 / TOTAL IN EMPLOYMENT IN UK: 3,650

## EXAMPLES OF 2017 LANGUAGES GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Education professionals:** English teacher – English language school

**Engineering and building professionals:** Graduate Surveyor – commercial property consultancy

**Information technology professionals:** Business analyst – John Lewis Partnership

**Business, HR and finance professionals:** Retail management graduate – Marks and Spencer; Audit associate – KPMG; Trainee investment manager – stockbroker

**Marketing, advertising, PR and sales professionals:** Marketing manager – design company; Sales executive – music company; PR intern – communications company

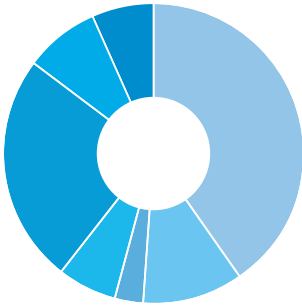
**Arts, design and media professionals:** Digital documentary distribution – media company; Editorial assistant – charity

**Other professionals, associate professionals and technicians:** Language technician – translation company; Translator – cultural organisation; Civil Service Fast Stream – Civil Service

**Numerical clerk, clerical and secretarial occupations:** Admin and digital coordinator – media publisher; Personal assistant – primary school

**Other occupations:** Tour operator – a travel company; Rowing coach – school; Ski instructor – ski resort; Lifeguard – swimming pool

# Philosophy



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	40.4%
Working part time in the UK.....	10.8%
Working overseas.....	3.2%
Working and studying.....	6.3%
Further study.....	24.8%
Unemployed, including those due to start work.....	8.1%
Other.....	6.4%

SURVEY RESPONSE: 71.8% / FEMALE: 855 / MALE: 825 / TOTAL RESPONSES: 1,675 / ALL GRADUATES: 2,335

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

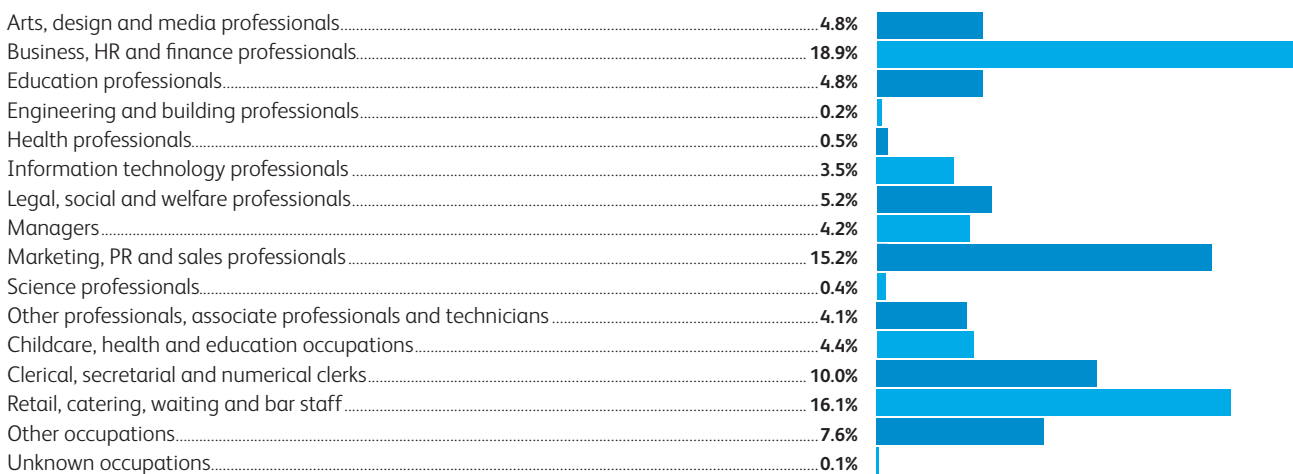
Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	7.3%
Studying for a Masters (e.g. MA, MSc).....	65.7%
Studying for a postgraduate qualification in education.....	10.0%
Studying for other postgraduate diplomas.....	10.5%
Studying for a professional qualification.....	2.6%
Other study.....	3.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 415

## EXAMPLES OF COURSES STUDIED

LLM International	MA Health and Organisational Research
Energy Law and Policy	MA Applied Ethics
MSc Public Policy	PGDE Education
MA Philosophy	PGCE Religious Studies
MA Criminology	
MA Politics	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE: 510 / MALE: 450 / TOTAL IN EMPLOYMENT IN UK: 960

## EXAMPLES OF 2017 PHILOSOPHY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

### Education professionals:

Maths teacher – Teach First

### Legal, social and welfare professionals:

Paralegal – law firm

### Business, HR and finance professionals:

Graduate trainee (analyst) – investment management company; Analyst – Deloitte; Private banking analyst – HSBC; Junior planner – data consultancy

### Other professionals, associate professionals and technicians:

Civil servant – Civil Service

### Numerical clerk, clerical and secretarial occupations:

HR office administrator – theatre

### Retail, catering, waiting and bar staff:

Bar staff – bar

### Other occupations:

Library assistant – university library; Assistant – art gallery

# Science overview

**NIKKI ABBOTT** Employability adviser at Sheffield Hallam University

The UK government sees STEM (science, technology, engineering and maths) skills as crucial for the country's productivity. It has spent almost £1 billion over the last 10 years on initiatives to encourage the uptake of STEM subjects.<sup>1</sup> Despite this, shortages of technical-level skills in sectors that depend on STEM subjects have been identified.<sup>2</sup> These skills shortages have been described by the government as 'one of our key economic problems' and with the exit from the European Union on the horizon, there are worries that these problems could be exacerbated.<sup>3</sup>

There are great variations in the uptake of the science disciplines and graduate outcomes are not the same for all areas of the sector, which for this article incorporates biology, chemistry, physical and geographical sciences, physics and sports science. The *Destinations of Leavers of Higher Education* (DLHE) data for 2016/17 shows that science merely maintained its share of the overall graduate population, at around 8.1%. However, this figure masks individual differences, with sports science and physical and geographical sciences experiencing above average reductions in student numbers, compared to the previous year's figures. As a positive development, though, there were above average rises in the number of students studying biology, chemistry and physics courses.

## Employment outcomes

A range of career opportunities are open to science graduates. The Royal Society of Chemistry, the Royal Society of Biology and the Institute of Physics websites all include sections highlighting the array of careers available within their disciplines.<sup>4,5,6</sup> Despite the opportunities available, only a relatively small percentage of science graduates become science professionals within six months of graduation. This may be linked to the relatively small number of scientific giants offering targeted recruitment and training for graduates and to the increased importance of postgraduate qualifications as entry requirements.

Chemistry led the way with almost 17% of employed graduates working as science professionals, the large majority (11% of all their employed graduates) as chemists or chemical scientists. As expected, large numbers of sports science graduates (almost

18%) became sports coaches, fitness instructors or officials. Around 9% of biology graduates entered employment as science professionals. However, as a high proportion of research and development is taking place in small and medium-sized enterprises (SMEs), which do not have the ability to recruit and train graduates in the same way as larger companies, many biology and chemistry graduates (approximately 10%) started their careers as science technicians.

The skills developed while studying science are highly sought after by a wide range of professions, and significant numbers of graduates start professional roles in areas other than science. A high percentage of graduates become business, human resources (HR) and finance professionals instead of pursuing a career in science. Approximately 21% of physics graduates, 18% of physical and geographical science graduates and 16% of chemists chose this option. More than 21% of physics graduates became information technology (IT) professionals in roles such as programmers and software developers, IT business analysts, architects and systems designers and general and niche IT and telecoms professionals.

## Gender concerns

There is underrepresentation of girls and women in most STEM subject areas (biology being one exception to this) at every level. For example, although girls represented 61.8% of A-level entries in biology in 2016/17, the figure was only 21.2% in physics.<sup>7</sup> This trend is also reflected in DLHE statistics, where females were more likely to take courses in biological sciences, while male students were more likely to study physics, chemistry and sports sciences.

Encouraging more school pupils to embrace science and reducing the gender gap within science and care-related roles are challenging problems. Gender differences were identified in DLHE. Female science graduates were more likely to choose care-related careers, within health (27.7% of females compared to just 9.2% of males), education, legal and social and welfare. Males were more likely to choose roles within science, engineering and building, business and finance and IT. A number of reasons are cited for this, including gender stereotyping. A reduction in the quantity and quality of careers advice within schools has been highlighted as a potential factor, perpetuating misconceptions about STEM careers.<sup>8</sup> Organisations such as WISE and the NHS are working to improve these figures and promote gender equality in science and care related roles.<sup>9,10</sup> An 8% increase in women in STEM has been achieved over the past year.<sup>11</sup> Although this is a step in the right direction, there's still a long way to go to achieve parity – seen starkly by the fact that only 8% of STEM apprenticeships are undertaken by girls and women.<sup>12</sup>

## Unemployment

Compared to the previous year's figures, unemployment rates have again reduced, with above average reductions in all areas other than sports science. However, unemployment levels remain higher than the overall graduate population in biology, chemistry and physics, potentially linked to demands by science-based employers for higher-level qualifications and work experience.<sup>13,14</sup> More than a third of recruiters who took part in the High Fliers *The Graduate Market in 2018* report warned that graduates with no previous work experience have little or no chance of receiving a job offer for their organisations' graduate programmes.<sup>15</sup>

## Further study

The proportion of students progressing into postgraduate study increased across all areas of science. The greatest increases were seen in the uptake of Masters-level study, most likely attributed to the recent introduction of the postgraduate loans scheme. Science graduates were more likely to pursue further study than the overall graduate population and for this reason have lower rates of full-time employment upon leaving university (ranging from 35.5%

### Resources

Lantra, the sector skills council for land-based and environmental industries  
[www.lantra.co.uk](http://www.lantra.co.uk)

BASES, The British Association of Sports and Exercise Sciences  
[www.bases.org.uk](http://www.bases.org.uk)

Cogent Skills for science industries  
[www.cogentskills.com](http://www.cogentskills.com)

Semta, The Science, Engineering and Manufacturing Technologies Alliance  
<http://semta.org.uk/>





THERE ARE GREAT VARIATIONS IN THE UPTAKE OF THE SCIENCE DISCIPLINES AND GRADUATE OUTCOMES ARE NOT THE SAME FOR ALL AREAS OF THE SECTOR

to 44.2%) compared to the overall average (55.2%). Chemistry, physics and biology graduates in particular chose this option with double the national average progressing onto further study, perhaps highlighting the perceived demands of science employers for graduates with higher-level qualifications. In fact, 90% of employers from science, engineering and high-tech companies who took part in the *CBI/Pearson Education and Skills Survey* believed they would be looking to employ people with higher-level skills.<sup>16</sup> High numbers of chemistry and physics graduates opted for extended study at PhD level, with more than half in further study opting for this compared to the national average of around 11%.

Despite the substantial bursaries offered for students to train to teach secondary school biology, chemistry, physics and geography, student uptake of postgraduate qualifications in these areas was lower than the national average. However, sports science students were the most likely to choose a postgraduate qualification in education. This is unsurprising given the well-known progression route to teaching for this subject area.

### Salaries

Salary information should only be used as a very rough guide to outcomes. The current DLHE survey is conducted only six months after graduation, when graduates are often in lower-paid positions with a view to gaining the experience they require to progress in

their chosen career. The use of data from the Longitudinal Education Outcomes (LEO) dataset may provide a better comparison of salary development on a longitudinal basis.<sup>17</sup>

The salary range provided by respondents is understandably broad across the disciplines, but has seen an increase across the sector on previous year's figures. The lowest starting salaries across the sciences ranged from £17,200 to £20,500. The highest salaries were seen for chemistry and physics graduates (at £27,500 and £30,500 respectively). Physics graduates were overall best paid, reflecting the high numbers who enter employment as IT professionals and business, HR and finance professionals.

### Future trends

In conclusion, there's a definite need for STEM skills and graduates. The House of Commons Committee of Public Accounts has recommended that 'the Department for Education should make better use of data on career destinations and salaries to incentivise young people to work towards careers in particular STEM sectors where there is higher need'.<sup>18</sup> In subsequent years, students will be surveyed 15 months after graduation. This may give us a better understanding of the career development of science graduates and measures of success based on students' own perception of achievement,<sup>19</sup> which could be used to highlight the long-term benefits of a science degree and promote STEM subjects to potential students.

### References

1. House of Commons Committee of Public Accounts (June 2018). 'Delivering STEM skills for the economy'. <https://publications.parliament.uk/pa/cm201719/cmselect/cmpublicacc/691/691.pdf>. Accessed August 2018.
2. Department for Business, Energy and Industrial Strategy (January 2017). 'Building our Industrial Strategy'. [https://beis.gov.uk/citizenspace.com/strategy/industrial-strategy/supporting\\_documents/buildingourindustrialstrategygreenpaper.pdf](https://beis.gov.uk/citizenspace.com/strategy/industrial-strategy/supporting_documents/buildingourindustrialstrategygreenpaper.pdf). Accessed August 2018.
3. House of Commons Committee of Public Accounts (June 2018). *op.cit.*
4. The Royal Society for Chemistry: [www.rsc.org/careers](http://www.rsc.org/careers). Royal Society of Biology: [www.rsb.org.uk](http://www.rsb.org.uk). Institute of Physics: [www.iop.org](http://www.iop.org).
5. Royal Society of Biology. [www.rsb.org.uk](http://www.rsb.org.uk).
6. Institute of Physics. [www.iop.org](http://www.iop.org).
7. House of Commons Committee of Public Accounts (June 2018). *op.cit.*
8. *Ibid.*
9. WISE. [www.wisecampaign.org.uk/](http://www.wisecampaign.org.uk/), Lucinda Day (2015). 'More male care workers needed, says providers' chief'. [www.bbc.co.uk/news/uk-34103302](http://www.bbc.co.uk/news/uk-34103302). Accessed Aug 2018.
10. Lucinda Day (2015). More male care workers needed, says providers' chief. [www.bbc.co.uk/news/uk-34103302](http://www.bbc.co.uk/news/uk-34103302).
11. WISE, Annual Report (April 2017 - March 2018). [www.wisecampaign.org.uk/wp-content/uploads/2018/07/WISE-Annual-Report\\_2018.pdf](http://www.wisecampaign.org.uk/wp-content/uploads/2018/07/WISE-Annual-Report_2018.pdf).
12. House of Commons Committee of Public Accounts (June 2018). *op.cit.*
13. CBI (July 2016). 'The Right Combination'. [www.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf](http://www.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf).
14. High Fliers (2018). 'The Graduate Market in 2018'. [www.highfliers.co.uk/download/2018/graduate\\_market/GMReport18.pdf](http://www.highfliers.co.uk/download/2018/graduate_market/GMReport18.pdf).
15. *Ibid.*
16. CBI (July 2016). *op.cit.*
17. Department for Education (Aug 2016). 'Employment and Earnings Outcomes of Higher Education Graduates: Experimental data from the Longitudinal Education Outcomes (LEO) dataset (2016)'. [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/543794/SFR36-2016\\_main\\_text\\_LEO.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543794/SFR36-2016_main_text_LEO.pdf).
18. House of Commons Committee of Public Accounts (June 2018). *op.cit.*
19. HESA. [www.hesa.ac.uk/innovation/outcomes/about/data](http://www.hesa.ac.uk/innovation/outcomes/about/data).

# Biology



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	35.5%
Working part time in the UK	11.4%
Working overseas	1.9%
Working and studying	6.1%
Further study	33.4%
Unemployed, including those due to start work	6.0%
Other	5.6%

SURVEY RESPONSE: 78.8% / FEMALE: 2,665 / MALE: 1,815 / TOTAL RESPONSES: 4,485 / ALL GRADUATES: 5,690

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	20.0%
Studying for a Masters (e.g. MA, MSc)	59.3%
Studying for a postgraduate qualification in education	9.3%
Studying for other postgraduate diplomas	3.5%
Studying for a professional qualification	0.3%
Other study	7.6%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,500

## EXAMPLES OF COURSES STUDIED

MSc Physician Associate	PhD Stem Cell Biology
MSc Forensic Accounting	PGCE Secondary Science
MRes Biology	PGCE Primary
MA Business with Management	PgDip Bioscience
PhD Molecular Microbiology	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.6%
Business, HR and finance professionals	9.6%
Education professionals	4.1%
Engineering and building professionals	0.9%
Health professionals	2.1%
Information technology professionals	2.1%
Legal, social and welfare professionals	1.4%
Managers	3.0%
Marketing, PR and sales professionals	6.7%
Science professionals	8.5%
Other professionals, associate professionals and technicians	19.5%
Childcare, health and education occupations	6.5%
Clerical, secretarial and numerical clerks	5.3%
Retail, catering, waiting and bar staff	19.4%
Other occupations	9.0%
Unknown occupations	0.3%

FEMALE: 1,445 / MALE: 925 / TOTAL IN EMPLOYMENT IN UK: 2,370

## EXAMPLES OF 2017 BIOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

**Health professionals:** Trainee biomedical scientist – NHS; Biomedical scientist – NHS; Scientific officer – Cancer Research UK

**Education professionals:** Trainee teacher – secondary school; Freelance tutor – self-employed

**Science professionals:** Environmental officer – environmental agency; Bioprocess scientist – medical devices company; Technical analyst – laboratory testing service; Scientist – large molecule bioanalysis; Lifesciences measurement and testing company; Evidence-based medicine researcher – research and consulting services

**Information technology professionals:** Information technology consultant – e-commerce company; Digital transformation and capability manager – Lloyds Banking Group plc

**Business, HR and finance professionals:** Junior Broker – finance company; Trainee accountant – PwC; Supply chain analyst – Tesco plc; Audit trainee – BDO; Graduate entrepreneurial programme – marketing company

**Arts, design and media professionals:** Junior copywriter – publishing company; TV production runner – television media company

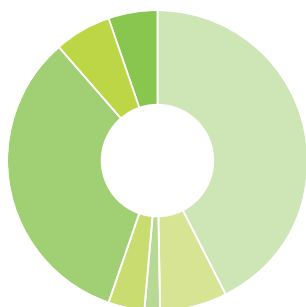
**Other professionals, associate professionals and technicians:** Pathology support worker – NHS; Medicine technician – NHS; Laboratory technician – university

**Nursing, health and education occupations:** Dentist nurse apprentice – dental practice; Teaching assistant – primary school; Veterinary auxiliary; Nurse – veterinary practice

**Numerical clerk, clerical and secretarial occupations:** Administrative assistant – NHS

**Retail, catering, waiting and bar staff:** Waitress – Nando's

# Chemistry



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	42.8%
Working part time in the UK.....	7.2%
Working overseas.....	1.5%
Working and studying.....	4.0%
Further study.....	33.2%
Unemployed, including those due to start work.....	6.3%
Other.....	5.1%

SURVEY RESPONSE: 81.0% / FEMALE: 1,335 / MALE: 1,835 / TOTAL RESPONSES: 3,170 / ALL GRADUATES: 3,915

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	55.6%
Studying for a Masters (e.g. MA, MSc).....	27.0%
Studying for a postgraduate qualification in education.....	11.9%
Studying for other postgraduate diplomas.....	2.0%
Studying for a professional qualification.....	0.5%
Other study.....	2.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,050

## EXAMPLES OF COURSES STUDIED

MRes Green Chemistry	PhD Chemistry
MSc Sustainable	PhD Pharmacy
Chemical Engineering	PGCE Secondary with Chemistry
MA Criminology	ACCA
MSc Pharmaceutical Analysis	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	1.4%
Business, HR and finance professionals.....	15.8%
Education professionals.....	4.2%
Engineering and building professionals.....	3.1%
Health professionals.....	1.0%
Information technology professionals.....	3.6%
Legal, social and welfare professionals.....	1.6%
Managers.....	2.0%
Marketing, PR and sales professionals.....	5.9%
Science professionals.....	16.6%
Other professionals, associate professionals and technicians.....	19.9%
Childcare, health and education occupations.....	1.7%
Clerical, secretarial and numerical clerks.....	4.7%
Retail, catering, waiting and bar staff.....	11.9%
Other occupations.....	6.7%
Unknown occupations.....	0.1%

FEMALE: 755 / MALE: 950 / TOTAL IN EMPLOYMENT IN UK: 1,705

## EXAMPLES OF 2017 CHEMISTRY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Head of recruitment – recruitment agency; Research and development manager – AkzoNobel; E-commerce manager – vehicle distribution company

**Education professionals:** Professor of chemistry – international university; Lecturer – FE college;

**Science professionals:** Pharmaceutical consultant – consultancy firm; Production support chemist – pharmaceutical company; Analytical chemist – chemical company; Organic chemist – environmental consultancy company; Computational chemist – Unilever

**Engineering and building professionals:** Graduate engineer – auto body parts supply company; Metal welding engineer – oil and gas contract manufacturer; Materials engineer – electrical engineering company

**Business, HR and finance professionals:** Financial analyst – BP; Fraud investigation analyst – Amazon; Tax adviser – finance company; Graduate business analyst – digital solutions company

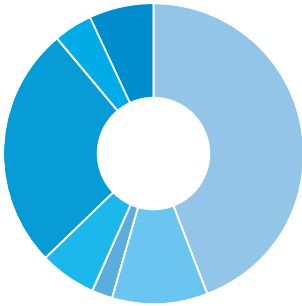
**Marketing, advertising, PR and sales professionals:** Technical and market analyst – market research company

**Other professionals, associate professionals and technicians:** Laboratory technician – textile company; Quality control technician – security company

**Nursing, health and education occupations:** Au Pair – au pair agency; Adult support worker – healthcare provider company; Healthcare assistant – NHS

**Numerical clerk, clerical and secretarial occupations:** Financial administrator – finance company

# Physical and geographical sciences



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	44.2%
Working part time in the UK	10.5%
Working overseas	2.1%
Working and studying	6.0%
Further study	26.1%
Unemployed, including those due to start work	4.4%
Other	6.7%

SURVEY RESPONSE: 78.4% / FEMALE: 1,420 / MALE: 1,220 / TOTAL RESPONSES: 2,640 / ALL GRADUATES: 3,365

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.7%
Studying for a Masters (e.g. MA, MSc)	68.8%
Studying for a postgraduate qualification in education	14.5%
Studying for other postgraduate diplomas	8.4%
Studying for a professional qualification	1.2%
Other study	2.4%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 690

## EXAMPLES OF COURSES STUDIED

MSc Applied Marine Science	MPhil Geographical Research
MSc Town Planning	PhD Geoscience
MSc Urban Studies	PGCE Secondary Geography
MSc Sustainable Science and Policy	BSc Environmental Health
MSc Geographical Information and Climate Change	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.6%
Business, HR and finance professionals	17.9%
Education professionals	2.7%
Engineering and building professionals	5.3%
Health professionals	0.4%
Information technology professionals	2.0%
Legal, social and welfare professionals	2.2%
Managers	4.5%
Marketing, PR and sales professionals	8.3%
Science professionals	2.5%
Other professionals, associate professionals and technicians	18.1%
Childcare, health and education occupations	2.4%
Clerical, secretarial and numerical clerks	7.6%
Retail, catering, waiting and bar staff	16.0%
Other occupations	8.5%
Unknown occupations	0.1%

FEMALE: 870 / MALE: 730 / TOTAL IN EMPLOYMENT IN UK: 1,600

## EXAMPLES OF 2017 PHYSICAL AND GEOGRAPHICAL SCIENCES GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Management development graduate – aviation company; Regional marketing manager – confectionery company

**Health professionals:** Graduate environmental health officer – local council

**Education professionals:** Secondary school teacher – Teach First; Welfare and liberation officer – student union

**Legal, social and welfare professionals:** Officer cadet – British Army; Parliamentary assistant – UK parliament

**Science professionals:** Geo-environmental consultant – environmental consultancy company; Aeronautical analyst – airline operations software company; Graduate environmental scientist – environmental company

**Engineering and building professionals:** Site engineer – construction company; Land engineer – engineering, environmental and mining consultancy; Graduate surveyor – property management company

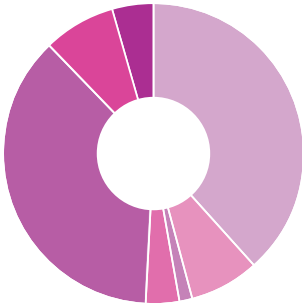
**Arts, design and media professionals:** Social media manager – publicity company

**Other professionals, associate professionals and technicians:** Research assistant – public body; Assistant land consultant – Mott MacDonald

**Nursing, health and education occupations:** Peer mentor – mental health support company; Medical receptionist – NHS

**Numerical clerk, clerical and secretarial occupations:** Receptionist and purchase ledger administrator – retail company

# Physics



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	38.3%
Working part time in the UK	7.5%
Working overseas	1.4%
Working and studying	3.8%
Further study	36.9%
Unemployed, including those due to start work	7.6%
Other	4.4%

SURVEY RESPONSE: 80.4% / FEMALE: 555 / MALE: 2,160 / TOTAL RESPONSES: 2,720 / ALL GRADUATES: 3,380

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	54.6%
Studying for a Masters (e.g. MA, MSc)	33.5%
Studying for a postgraduate qualification in education	9.1%
Studying for other postgraduate diplomas	1.0%
Studying for a professional qualification	0.6%
Other study	1.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,000

## EXAMPLES OF COURSES STUDIED

MSc Theoretical Physics	PhD Quantum Engineering
MSc Physics	PhD Physics
MSc Laser Physics	PGCE Secondary Physics
MRes Drug Discovery and Development	MBBS Medicine
MPhil Nuclear Medicine	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.7%
Business, HR and finance professionals	21.1%
Education professionals	7.7%
Engineering and building professionals	8.0%
Health professionals	0.7%
Information technology professionals	21.1%
Legal, social and welfare professionals	1.6%
Managers	3.1%
Marketing, PR and sales professionals	3.3%
Science professionals	5.8%
Other professionals, associate professionals and technicians	6.2%
Childcare, health and education occupations	1.1%
Clerical, secretarial and numerical clerks	3.7%
Retail, catering, waiting and bar staff	9.3%
Other occupations	5.5%
Unknown occupations	0.1%

FEMALE: 265 / MALE: 1,080 / TOTAL IN EMPLOYMENT IN UK: 1,345

## EXAMPLES OF 2017 PHYSICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

**Health professionals:** Health economist – health economics company

**Education professionals:** Assistant lecturer – university; Physics secondary school teacher – academy trust; Maths tutor – secondary school

**Legal, social and welfare professionals:** Officer cadet – British Army; Trainee patent attorney – law firm

**Science professionals:** Physicist – medical device company; Energy expert – energy company

**Engineering and building professionals:**

Graduate engineer – Rolls-Royce plc;  
Electrical engineer – arms manufacturer

**Information technology professionals:**

Foundation scientific software engineer – Met Office; Software developer – software consultancy; IT consultant – consultancy firm

**Business, HR and finance professionals:**

Trainee actuary – risk management company;  
Consultant – Cambridge Environmental Research Consultants; Data analyst – insurance company;  
Risk analyst – power station

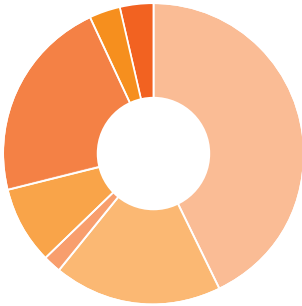
**Marketing, advertising, PR and sales**

**professionals:** Commercial graduate – events management company; Science communicator – university

**Other professionals, associate professionals and technicians:** Marine technical support officer – non-profit organisation; Technical assistant – industrial light and magic company

**Numerical clerk, clerical and secretarial occupations:** Administrative assistant – UNISON

# Sports science



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	42.9%
Working part time in the UK	18.1%
Working overseas	1.9%
Working and studying	8.4%
Further study	21.8%
Unemployed, including those due to start work	3.3%
Other	3.6%

SURVEY RESPONSE: 75.1% / FEMALE: 2,585 / MALE: 5,290 / TOTAL RESPONSES: 7,875 / ALL GRADUATES: 10,495

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.6%
Studying for a Masters (e.g. MA, MSc)	52.8%
Studying for a postgraduate qualification in education	30.0%
Studying for other postgraduate diplomas	6.6%
Studying for a professional qualification	0.8%
Other study	5.2%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,720

## EXAMPLES OF COURSES STUDIED

MSc Human Nutrition	MSc Management
MSc Nutritional Science	BSc (Hons) Physiotherapy
MRes Exercise Science	Level 2 Fitness Instructor
MSc Physiotherapy	PhD Sports and Exercise

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.6%
Business, HR and finance professionals	5.9%
Education professionals	7.1%
Engineering and building professionals	0.5%
Health professionals	7.2%
Information technology professionals	0.7%
Legal, social and welfare professionals	2.5%
Managers	5.0%
Marketing, PR and sales professionals	5.5%
Science professionals	1.3%
Other professionals, associate professionals and technicians	26.0%
Childcare, health and education occupations	8.3%
Clerical, secretarial and numerical clerks	4.3%
Retail, catering, waiting and bar staff	14.0%
Other occupations	10.9%
Unknown occupations	0.0%

FEMALE: 1,715 / MALE: 3,740 / TOTAL IN EMPLOYMENT IN UK: 5,455

## EXAMPLES OF 2017 SPORTS SCIENCE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

**Managers:** Store manager – Adidas; Graduate management trainee – leisure centre; General manager – sports club

**Health professionals:** Activity professional – primary school

**Education professionals:** Trainee secondary school teacher sport – grammar school; Lecturer – university; Curriculum operations manager – FE college

**Science professionals:** Sports scientist – championship football club

**Engineering and building professionals:** Hydraulic engineer – engineering company; Trainee design engineer – engineering company

**Information technology professionals:** Software engineer – software development company

**Business, HR and finance professionals:** Recruitment consultant – recruitment consultancy; Business underwriter – insurance company; Account analyst – leisure company

**Marketing, advertising, PR and sales professionals:** Marketing executive – product development company

**Arts, design and media professionals:** Medical writer – scientific communication company

**Other professionals, associate professionals and technicians:** Performance analyst – football club; Sports coach – sport development company; Research assistant – GSK; Gym instructor – gym

**Nursing, health and education occupations:** Teaching assistant – education provider; Swimming teacher – leisure centre

**Numerical clerk, clerical and secretarial occupations:** Apprentice accountant – finance company



# FIND YOUR PERFECT CAREER

Search jobs, graduate schemes, internships and work experience opportunities from a huge range of employers on the UK's biggest graduate careers website

**PROSPECTS**

[www.prospects.ac.uk/graduatejobs](http://www.prospects.ac.uk/graduatejobs)

# Social sciences overview

CLAIRE GUY Careers adviser at the University of Plymouth

While graduate employability has established a permanent position under a national spotlight, attention is beginning to focus on graduate outcomes at disciplinary level. With eyebrow-raising media articles such as 'The degrees that make you rich... and the ones that don't'<sup>1</sup> questions are being asked about the inequalities that graduates face due to the subjects they study.

## Employment destinations

The social sciences haven't escaped scrutiny, with concerns around graduate earnings and the low numbers of students progressing into professional roles.<sup>2</sup> Analysis of the 2016/17 *Destinations of Leavers from Higher Education* (DLHE) data and the *Longitudinal Education Outcomes* (LEO) data reflects differences in short- and long-term earnings, with some social science disciplines such as business, economics and law attracting very high salaries, and others remaining stubbornly towards the bottom of the scale.<sup>3</sup>

Research by HEFCE<sup>4</sup> proposes an 'Occupational Subject-Concentration-Ratio' (OSCR), based on the analysis of how many graduates from a subject gain employment in three occupations most commonly associated with the subject. Given that medicine and dentistry gain an OSCR score of 0.99, meaning it's extremely likely the degree will lead into one of three occupations; politics, social sciences and psychology come out at around 0.13, indicating they are not vocational in the sense that graduates go into a vast range of diverse professions. Interestingly, law comes out at 0.3. Despite common assumptions, very few law students go into law careers,<sup>5</sup> very few psychology graduates become psychologists,<sup>6</sup> and very few politics students work within parliament.<sup>7</sup> The report concludes that more vocational subjects are associated with higher early career earnings and that graduates in more vocational subjects are more likely to be employed in highly-skilled roles.

Nonetheless, students are enrolling onto social science degrees in increasing numbers, with UCAS reporting a rise of accepted offers of 4.5% for law and 2.7% for social studies during 2017.<sup>8</sup>

## Gender concerns

The DLHE data reflects a persistent gender imbalance within the social sciences which has been widely documented.<sup>9</sup> More females were enrolled than males in geography, sociology, psychology and law disciplines. Politics proved the exception, with more males than females. The repeated impact of gender stereotyping meaning that females prefer care-giving roles<sup>10</sup> provides a clear link to the social sciences, which are primarily about society and human relationships. The exception within politics is potentially due to the visible gender imbalance in British politics, with females making up only 26% of cabinet ministers and 32% of MPs.<sup>11</sup>

## Employment outcomes

Many graduates from the social sciences chose alternatives to full-time work six months after graduation. This trend has existed since 2012, as social science graduates increasingly postpone full-time work in order to study at higher levels.

Those social science graduates who did opt for employment were working in varied roles across a wide range of sectors. In the 2017 British Academy report *The Right Skills: Celebrating Skills in the Arts, Humanities and Social Sciences (AHSS)*,<sup>12</sup> social science graduates were ascribed an extensive range of transferable skills, providing them with the flexibility to adapt to a broad range of professions which may not be obviously connected to their degree. The report highlighted leadership skills, evidenced by research showing that 44% of global leaders and 20.4% of successful Civil Service Fast Stream candidates were social science graduates.

This diversity of outcomes was reflected in the DLHE data, with social science graduates being more likely than average to go into graduate positions that don't require a specific degree subject, such as commercial roles. This was particularly true for geography and politics students who were almost twice more likely than average to go into business, HR and finance roles or marketing, PR and sales. Given the non-vocational nature of the social sciences, and many students enter degrees such as politics with no intention of pursuing a related career,<sup>13</sup> it's not surprising that sectors that value generic skills are attractive.

Geography and politics graduates were most likely out of the social sciences to be working overseas (3.1% compared to an average of 1.8%) probably caused by the international perspective of these subjects but also frequent combination with subjects such as international relations.

Given the connections between psychology and sociology, it's not surprising to see similar employment patterns between graduates. They were most likely out of the social sciences and more likely than average to go into professions focused on people, such as legal, social and welfare occupations and childcare, health and education occupations. Psychology students went into health professions in far greater numbers (4.6%) than any other social science graduates. Psychology and sociology graduates were more likely than other social sciences to be working part time, with both at more than 15% compared to the average of 11.9%. This may be a reflection of the high importance placed on experience within social care professions, where graduates may need to volunteer alongside other work in order to break into relevant roles.

There were other expected patterns in the data, with law graduates (36.1%) most likely to go into legal, social and welfare professions. Geography graduates were most likely to go into engineering/building professions due to the direct link with professions such as urban planning.

Pursuing an employment-based route in teaching is an alternative that has steadily declined in popularity across the social sciences, dropping each year since 2012 across all four subjects. Similarly social science graduates were less likely than average to be studying for a postgraduate qualification in education. A decline in teacher training could reflect difficulties within the education sector.<sup>14</sup> Another explanation may be the availability of other postgraduate training due to the introduction of the postgraduate loan. Geographers were the most likely to be studying an education-based qualification, perhaps related to the current incentive of a £26,000 bursary encouraging geographers into teaching.<sup>15</sup>





SOCIAL SCIENCE GRADUATES WERE ASCRIBED AN EXTENSIVE RANGE OF TRANSFERABLE SKILLS TO ADAPT TO A BROAD RANGE OF PROFESSIONS

## Unemployment

Sociology, politics and geography graduates were all slightly more likely than average to be unemployed. There have been a number of discipline-specific investigations<sup>16</sup> into these subjects suggesting that this may be somewhat of a historical problem – probably linked to the broad nature of the discipline – meaning that students often struggle to relate degree content to employment options. Given the number of employment sectors a graduate might enter, social science graduates may take longer than graduates from more vocational disciplines to explore and secure opportunities.

Law, however, had a lower than average percentage of unemployed graduates (4.4% compared to an average of 5.1%), perhaps due to the particularly high progression into further study (32.8% compared to an average of 16.1%). Given the level of competition with

roughly 30,000 students starting a law degree annually and only approximately 5,500 training contracts, it's clear that law graduates are successfully securing alternate employment.<sup>17</sup>

## Further study

Social science graduates were likely to continue studying, with graduates of all four subjects more likely than average to study full time, or to study alongside working. This figure has been growing since 2012, and at a more rapid pace than in other disciplines, probably accelerated by the introduction of the postgraduate loan in 2016/17. The non-vocational nature of the social sciences is likely to be a contributory factor with the lack of clear occupational routes making decision making more challenging and further study more appealing to students. Social science students were mostly choosing to continue their study at Masters level.

The picture for law graduates looked slightly different, displaying the highest

percentage from the social sciences entering further study (32.8%) and much higher than the average across all subjects (16.1%). Unsurprisingly law graduates were more likely to opt for diplomas or professional qualifications, as a law degree on its own does not qualify students to practise law.

## Salaries

Average starting salaries across the social sciences ranged from £17,000 to £25,000, with the highest salary of £25,000 sitting within law and politics. The lowest salary range was for psychology and sociology graduates.

The British Academy report<sup>18</sup> highlights the role that social sciences graduates play in the UK's service-led economy value, which does not always provide the highest salaries in the years immediately after graduation. The introduction of HESA's Graduate Outcomes data will provide a useful insight into longer-term outcomes for social science graduates.

## References

1. Britton, J. (2017). BBC News. 'The degrees that make you rich... and the ones that don't'. Accessed July 2018.

2. HEFCE (2015). *Differences in employment outcomes: Equality and diversity characteristics* [www.hefce.ac.uk/analysis/employment/](http://www.hefce.ac.uk/analysis/employment/). Accessed August 2018.

3. Britton, J., Dearden, L., Shephard, N. and Vignoles, A. (2016). Institute for Fiscal Studies working paper. *How English-domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background*.

4. HEFCE 2018. *Vocational degrees and employment outcomes*. [www.hefce.ac.uk/pubs/year/2018/20180](http://www.hefce.ac.uk/pubs/year/2018/20180).

5. [www.allaboutlaw.co.uk/stage/what-can-i-do-with-a-law-degree/careers-with-a-law-degree](http://www.allaboutlaw.co.uk/stage/what-can-i-do-with-a-law-degree/careers-with-a-law-degree). Accessed August 2018.

6. Morrison Coulthard, L. (2017). *BPS Career Destinations (phase 3) Survey 2016 Report*. [www.bps.org.uk/sites/bps.org.uk/files/News%20-%20Files/Careers%20destination%20survey.pdf](http://www.bps.org.uk/sites/bps.org.uk/files/News%20-%20Files/Careers%20destination%20survey.pdf). Accessed August 2018.

7. Lee, D., Foster, E. and Snaith, H. (2014). Political Studies Association. *Implementing the Employability Agenda: A Critical View of Curriculum Developments in Political Science in English Universities*.

8. UCAS (2017). End of Cycle Report. [wwwucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/2017-end-cycle-report](http://wwwucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/2017-end-cycle-report). Accessed August 2018.

9. *Ibid*.

10. Jordan, J. (2018). 'Drawing for the Future.' <https://cascaid.wordpress.com/2018/02/06/drawing-for-the-future/>. Accessed August 2018.

11. Topping, A. (2018). *The Guardian*. 'Britain needs gender equality quotas now, Fawcett Society says'. [www.theguardian.com/uk-news/2018/apr/23/gender-equality-quotas-fawcett-society-britain](http://www.theguardian.com/uk-news/2018/apr/23/gender-equality-quotas-fawcett-society-britain). Accessed August 2018.

12. The British Academy (2017) *The Right Skills: Celebrating Skills in the Arts, Humanities and Social Sciences (AHSS)* [www.britac.ac.uk/publications/right-skills-celebrating-skills-arts-humanities-and-social-sciences-ahss](http://www.britac.ac.uk/publications/right-skills-celebrating-skills-arts-humanities-and-social-sciences-ahss).

13. Lee, D; Foster, E and Snaith, H. (2014). *op.cit*.

14. Syal, R. (2018). *The Guardian*. 'Teacher shortage leaves English schools in crisis, watchdog says'. [www.theguardian.com/education/2018/jan/31/teacher-shortage-leaves-english-schools-in-crisis-watchdog-says](http://www.theguardian.com/education/2018/jan/31/teacher-shortage-leaves-english-schools-in-crisis-watchdog-says). Accessed August 2018.

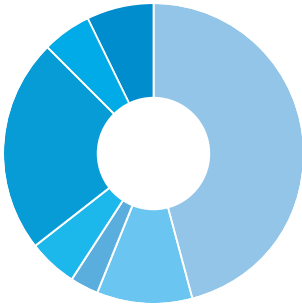
15. Get into Teaching. <https://getintoteaching.education.gov.uk/funding-and-salary/overview/funding-by-subject/funding-for-training-to-teach-geography>. Accessed August 2018.

16. Lee, D; Foster, E and Snaith, H. (2014). *op.cit*.

17. All About Law. [www.allaboutlaw.co.uk/stage/what-can-i-do-with-a-law-degree/careers-with-a-law-degree](http://www.allaboutlaw.co.uk/stage/what-can-i-do-with-a-law-degree/careers-with-a-law-degree). Accessed August 2018.

18. The British Academy (2017). *op.cit*.

# Geography



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	46.1%
Working part time in the UK	10.1%
Working overseas	3.1%
Working and studying	5.3%
Further study	23.0%
Unemployed, including those due to start work	5.4%
Other	7.0%

SURVEY RESPONSE: 79.3% / FEMALE: 1,365 / MALE: 955 / TOTAL RESPONSES: 2,320 / ALL GRADUATES: 2,925

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.9%
Studying for a Masters (e.g. MA, MSc)	69.8%
Studying for a postgraduate qualification in education	14.8%
Studying for other postgraduate diplomas	9.1%
Studying for a professional qualification	0.8%
Other study	1.5%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 530

## EXAMPLES OF COURSES STUDIED

MRes Creative Writing	MSc Geographic Information and Climate Change
MSc Real Estate	MSc Environmental Management
MA Geochemistry	MA Sustainable Building Design
MSc Coastal and Marine Resources Management	PGCE Secondary Geography
MSc Sustainable Science and Policy	NEBOSH National General Certificate

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.8%
Business, HR and finance professionals	22.1%
Education professionals	4.5%
Engineering and building professionals	5.9%
Health professionals	0.1%
Information technology professionals	1.4%
Legal, social and welfare professionals	3.2%
Managers	4.5%
Marketing, PR and sales professionals	14.7%
Science professionals	0.8%
Other professionals, associate professionals and technicians	7.8%
Childcare, health and education occupations	2.3%
Clerical, secretarial and numerical clerks	8.0%
Retail, catering, waiting and bar staff	16.4%
Other occupations	6.4%
Unknown occupations	0.1%

FEMALE: 850 / MALE: 575 / TOTAL IN EMPLOYMENT IN UK: 1,425

## EXAMPLES OF 2017 GEOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Graduate management trainee – Enterprise; Business leadership graduate – Centrica

**Education professionals:** Nursery educator – forest school; Private tutor – tuition company

**Legal, social and welfare professionals:** Executive policy officer – Ministry of Justice; Welfare and liberation officer – students' union

**Science professionals:** Airborne earth observation data analyst – marine laboratory; Graduate environmental consultant – environmental consultancy

**Engineering and building professionals:** Junior planner – construction company

**Information technology professionals:** Digital communications and engagement officer – research council; GIS analyst – engineering and development consultancy

**Business, HR and finance professionals:** Real estate audit trainee – accountancy firm; Business analyst – sports consultancy

**Marketing, advertising, PR and sales professionals:** Market research assistant – market research agency

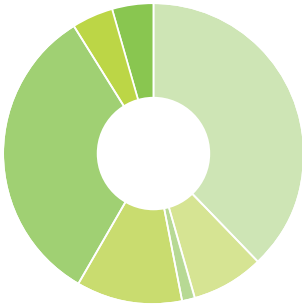
**Arts, design and media professionals:** Online journalism intern – non-profit organisation; Archaeologist – Museum of London Archaeology

**Other professionals, associate professionals and technicians:** Health, safety and environment co-ordinator – manufacturing company

**Numerical clerk, clerical and secretarial occupations:** Parliamentary intern – MP

**Retail, catering, waiting and bar staff:** Sales assistant – John Lewis

# Law



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	38.0%
Working part time in the UK.....	7.8%
Working overseas.....	1.3%
Working and studying.....	11.4%
Further study.....	32.8%
Unemployed, including those due to start work.....	4.4%
Other.....	4.4%

SURVEY RESPONSE: 75.6% / FEMALE: 6,190 / MALE: 3,260 / TOTAL RESPONSES: 9,450 / ALL GRADUATES: 12,495

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	1.4%
Studying for a Masters (e.g. MA, MSc).....	53.3%
Studying for a postgraduate qualification in education.....	1.5%
Studying for other postgraduate diplomas.....	18.7%
Studying for a professional qualification.....	20.9%
Other study.....	4.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 3,100

## EXAMPLES OF COURSES STUDIED

MA German Law	MSc in Mental Health Law and Ethics
MA Global Business Law and Governance	CILEx Graduate Fast Track Diploma
LLM Commercial and Corporate Law	Legal Practice Course
LLM International Human Rights Law	The Bar Professional Training Course

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	0.7%
Business, HR and finance professionals.....	12.2%
Education professionals.....	1.5%
Engineering and building professionals.....	0.3%
Health professionals.....	0.3%
Information technology professionals.....	0.7%
Legal, social and welfare professionals.....	36.1%
Managers.....	4.5%
Marketing, PR and sales professionals.....	5.3%
Science professionals.....	0.2%
Other professionals, associate professionals and technicians.....	4.8%
Childcare, health and education occupations.....	1.6%
Clerical, secretarial and numerical clerks.....	11.5%
Retail, catering, waiting and bar staff.....	13.4%
Other occupations.....	6.5%
Unknown occupations.....	0.2%

FEMALE: 3,610 / MALE: 1,780 / TOTAL IN EMPLOYMENT IN UK: 5,385

## EXAMPLES OF 2017 LAW GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Management consultant – business consultancy

**Health professionals:** Scheduling officer – health and care professions tribunal service; Assistant data protection officer – NHS Trust

**Education professionals:** Schools liaison officer – further education college; Learning and development adviser – Department for Business, Energy and Industrial Strategy

**Legal, social and welfare professionals:** Paralegal – solicitors’; Burma desk officer – Foreign and Commonwealth Office; Trainee trade mark attorney – law firm

**Information technology professionals:** Freelance programmer – betting company

**Business, HR and finance professionals:** Tax associate – Deloitte; Planning co-ordinator – Nationwide Building Society

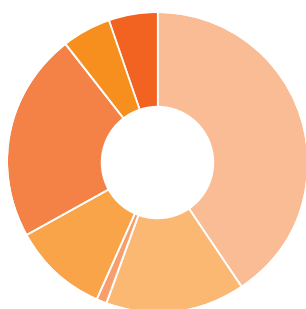
**Marketing, advertising, PR and sales professionals:** Head of marketing – travel company

**Arts, design and media professionals:** Social media manager – law firm; Assistant producer – theatre company

**Numerical clerk, clerical and secretarial occupations:** Database auditor – The Food and Drink Federation

**Retail, catering, waiting and bar staff:** Sommelier – bistro

# Psychology



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	40.7%
Working part time in the UK.....	15.0%
Working overseas.....	1.0%
Working and studying.....	10.3%
Further study.....	22.7%
Unemployed, including those due to start work.....	5.1%
Other.....	5.2%

SURVEY RESPONSE: 75.2% / FEMALE: 9,420 / MALE: 2,020 / TOTAL RESPONSES: 11,445 / ALL GRADUATES: 15,225

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	5.5%
Studying for a Masters (e.g. MA, MSc).....	76.1%
Studying for a postgraduate qualification in education.....	11.8%
Studying for other postgraduate diplomas.....	2.1%
Studying for a professional qualification.....	1.0%
Other study.....	3.5%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,595

## EXAMPLES OF COURSES STUDIED

MSc Research Methods in Psychology	MSc Leadership in Custodial Care
MSc Applied Positive Psychology	MSc Mental Health Nursing
MSc Language and the Brain	MSc Human Resource Management
MSc Occupational Psychology	Diploma in Counselling

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	1.0%
Business, HR and finance professionals.....	9.5%
Education professionals.....	5.9%
Engineering and building professionals.....	0.3%
Health professionals.....	4.6%
Information technology professionals.....	0.9%
Legal, social and welfare professionals.....	15.3%
Managers.....	3.4%
Marketing, PR and sales professionals.....	6.1%
Science professionals.....	1.0%
Other professionals, associate professionals and technicians.....	4.9%
Childcare, health and education occupations.....	14.8%
Clerical, secretarial and numerical clerks.....	9.4%
Retail, catering, waiting and bar staff.....	15.9%
Other occupations.....	6.8%
Unknown occupations.....	0.1%

FEMALE: 6,285 / MALE: 1,260 / TOTAL IN EMPLOYMENT IN UK: 7,545

## EXAMPLES OF 2017 PSYCHOLOGY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Charity project manager – Help for Heroes; Graduate management trainee – Lidl; Practice manager – dental surgery

**Health professionals:** Mental health support worker – charity; Research support facilitator – NHS; Assistant neuropsychologist – NHS

**Education professionals:** Teaching assistant – secondary school; Private psychology tutor – self-employed

**Legal, social and welfare professionals:** Drugs support worker – charity; Youth recruitment

welfare officer – youth project

**Science professionals:** Research assistant – university; Social researcher – Office for National Statistics

**Business, HR and finance professionals:** Business psychology assistant – consulting company; Trainee auditor – KPMG; Recruitment consultant – recruitment group; HR assistant – fabrication company

**Marketing, advertising, PR and sales professionals:** Estate agent – estate agency;

Wedding and sales events co-ordinator – golf club; Planning executive – marketing company

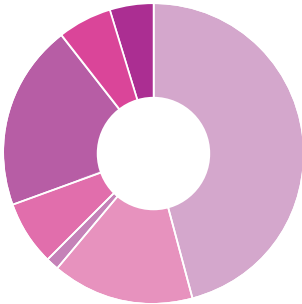
**Arts, design and media professionals:** Freelance photographer – photography company

**Other professionals, associate professionals and technicians:** Analyst – Metropolitan Police

**Numerical clerk, clerical and secretarial occupations:** Medical records clerk – hospital

**Retail, catering, waiting and bar staff:** Sales assistant – John Lewis

# Sociology



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	45.9%
Working part time in the UK.....	15.3%
Working overseas.....	1.3%
Working and studying.....	7.1%
Further study.....	20.0%
Unemployed, including those due to start work.....	5.7%
Other.....	4.7%

SURVEY RESPONSE: 70.8% / FEMALE: 4,365 / MALE: 1,270 / TOTAL RESPONSES: 5,635 / ALL GRADUATES: 7,955

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	2.1%
Studying for a Masters (e.g. MA, MSc).....	73.6%
Studying for a postgraduate qualification in education.....	13.6%
Studying for other postgraduate diplomas.....	6.1%
Studying for a professional qualification.....	1.4%
Other study.....	3.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,130

## EXAMPLES OF COURSES STUDIED

MA Critical and Creative Analysis	MA Applied Behaviour Analysis
MSc Psychology	MA Sustainable Energy Provision
MRes Social Science	PGDip Mental Health Practice
MA Curatorial Practice	PGCert Healthcare Leadership

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	0.9%
Business, HR and finance professionals.....	10.4%
Education professionals.....	2.9%
Engineering and building professionals.....	0.3%
Health professionals.....	1.0%
Information technology professionals.....	0.9%
Legal, social and welfare professionals.....	12.2%
Managers.....	4.0%
Marketing, PR and sales professionals.....	6.6%
Science professionals.....	0.4%
Other professionals, associate professionals and technicians.....	8.5%
Childcare, health and education occupations.....	8.9%
Clerical, secretarial and numerical clerks.....	11.6%
Retail, catering, waiting and bar staff.....	21.6%
Other occupations.....	9.7%
Unknown occupations.....	0.0%

FEMALE: 2,990 / MALE: 850 / TOTAL IN EMPLOYMENT IN UK: 3,845

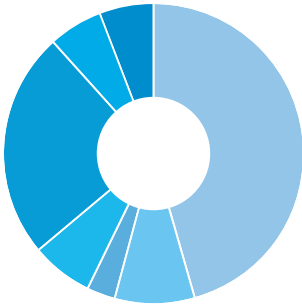
## EXAMPLES OF 2017 SOCIOLOGY GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Graduate management trainee – NHS  
**Health professionals:** Teaching assistant – health care provider; Teacher – sixth form college  
**Legal, social and welfare professionals:** Trainee probation officer – HMP; Major incident room HOLMES indexer – Metropolitan Police  
**Science professionals:** Research intern – think tank

**Information technology professionals:** Trainee data analyst – Office for National Statistics; Graduate IT analyst – insurance company  
**Business, HR and finance professionals:** Trainee accounts manager – Tesco; Trainee graduate employment benefits consultant – insurance company  
**Marketing, advertising, PR and sales professionals:** Merchant executive – digital media company; Special events intern – The British Heart Foundation

**Nursing, health and education occupations:** Support worker – charity  
**Numerical clerk, clerical and secretarial occupations:** Caseworker for an MP; Student support administrator – university  
**Retail, catering, waiting and bar staff:** Hotel assistant – hotel; Sales assistant – Lush

# Politics



## OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK.....	45.6%
Working part time in the UK.....	8.7%
Working overseas.....	3.1%
Working and studying.....	6.6%
Further study.....	24.4%
Unemployed, including those due to start work.....	5.8%
Other.....	5.8%

SURVEY RESPONSE: 74.9% / FEMALE: 1,985 / MALE: 2,465 / TOTAL RESPONSES: 4,455 / ALL GRADS: 5,950

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil).....	2.9%
Studying for a Masters (e.g. MA, MSc).....	80.5%
Studying for a postgraduate qualification in education.....	4.4%
Studying for other postgraduate diplomas.....	6.0%
Studying for a professional qualification.....	2.6%
Other study.....	3.6%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,085

## EXAMPLES OF COURSES STUDIED

MSc Public Policy	MA Art and Politics
MA Philosophy	MA Modern History
MA Sociology	MA Gender Culture
MA Public Administration	Graduate Diploma in Law
MSc Middle Eastern Politics	

## TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals.....	2.8%
Business, HR and finance professionals.....	22.8%
Education professionals.....	2.7%
Engineering and building professionals.....	0.5%
Health professionals.....	0.6%
Information technology professionals.....	2.1%
Legal, social and welfare professionals.....	5.3%
Managers.....	6.4%
Marketing, PR and sales professionals.....	15.4%
Science professionals.....	1.0%
Other professionals, associate professionals and technicians.....	8.3%
Childcare, health and education occupations.....	2.4%
Clerical, secretarial and numerical clerks.....	9.2%
Retail, catering, waiting and bar staff.....	12.9%
Other occupations.....	7.3%
Unknown occupations.....	0.2%

FEMALE: 1,235 / MALE: 1,465 / TOTAL IN EMPLOYMENT IN UK: 2,700

## EXAMPLES OF 2017 POLITICS GRADUATE JOB TITLES AND EMPLOYERS SIX MONTHS AFTER GRADUATION

**Managers:** Graduate management trainee – Tesco

**Health professionals:** English as a second language teacher – international educational company; Teaching assistant – primary school

**Legal, social and welfare professionals:** Paralegal – solicitors'; Development officer – society

**Science professionals:** Researcher – Department for Environment, Food and Rural Affairs; Researcher – UK parliament

**Engineering and building professionals:** Landscape gardener – landscaping company

**Business, HR and finance professionals:** Banker – TSB; Graduate group consultant – Virgin Trains

**Marketing, advertising, PR and sales professionals:** Marketing team leader – marketing agency

**Arts, design and media professionals:** Editor, researcher and writer – media company

**Numerical clerk, clerical and secretarial occupations:** Patient administration support officer – NHS



# AGCAS

The Association of Graduate  
Careers Advisory Services

Advocacy

Research and  
Knowledge

Learning



Quality

Community

[www.agcas.org.uk](http://www.agcas.org.uk)

 @AGCAS

The expert membership organisation for higher education student career development and graduate employment professionals.



# WORK WITH THE EXPERTS

Prospects has been at the forefront of graduate labour market research for more than 40 years, with unrivalled insight into what graduates do, where they go and what their motivations are.

We use this intelligence to guide and inspire career choices that enable graduates to make the best use of their skills and deliver high-quality applications for recruiters through more targeted and productive campaigns.

For more information please get in touch with our team on 0161 277 5200 or email [enquiries@prospects.ac.uk](mailto:enquiries@prospects.ac.uk)

---

**PROSPECTS**

[www.prospects.ac.uk](http://www.prospects.ac.uk)